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BETWEEN AND BEHIND THE LINES: THE LIFE OF HIGH SCHOOL COACHES

by

MARY K. DAVIS

(Under the Direction of John Weaver)

ABSTRACT

In this study, I write about the emotional journey of high school athletic coaches' experiences as they move through their day as teachers, coaches, and spouses/parents. The examination of the emotions and transitions high school coaches experience has been largely unresearched. There have been examinations of teachers, the impact coaches have on athletes, and a coach as a parent, but there is not extensive research on all three roles experienced by one person. High school athletics is a tremendous part of high school, and coaches have a tremendous impact not only on their players, but on the students they teach in the classroom as well. Coaches are often more visible and identifiable than the administration. As high school athletics continues to garner societal attention, it is imperative the motivations, emotions and conflicts coaches experience are examined within the three roles in order to understand how they handle this dynamic role transition. Using various frameworks and literature reviews, this study examines the emotions, transitions, motivations, and challenges high school athletic coaches experience. Three male coaches and their spouses were interviewed for this study. In addition, my own autobiographical stories and experiences are also weaved throughout each chapter. Some of the themes that emerged through the examination of each role include emotional regulation, learning through play, role conflict, workaholism, and work-family conflict. These themes indicate the role transitions high school athletic coaches experience are complicated and different for each coach.. The interviews also revealed the commitment to their role as a teacher, coach, and spouse are incredibly strong and without that commitment, they would not be able to continuously navigate the dynamic role transitions necessary to be a high school athletic coach. Many scholarly works were utilized throughout this research including Immanuel Kant (1908/2015), Nel Noddings (2002 and 2005), Sonya Nieto (2005), Jennifer Welborn (2005), Sam Intrator

(2003), William Ayers (2010), and Erin Rooney (2015), Paul Wright and David Walsh (2015), Michael Coffino (2018), Michael Miragiuolo (2014), and Jeffery Graham and Marlene Dixon (2014).

INDEX WORDS: Athletics, High school, High school athletics, Coach, High school coach, Teacher, Athletic coach, High school teacher, Emotions, Emotions in the classroom, Emotions in athletics, Interrole conflict in athletics, Interrole conflict, Interrole conflict in high school athletics, Workaholism in high school athletics, Workaholism, Family, Family and high school coaching, High school teacher, High school athletics, Teaching and emotions, Teaching and coaching

BETWEEN AND BEHIND THE LINES: THE LIFE OF HIGH SCHOOL COACHES

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A Dissertation Submitted to the Graduate Faculty of Georgia Southern University

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DOCTOR OF EDUCATION

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BETWEEN AND BEHIND THE LINES: THE LIFE OF HIGH SCHOOL COACHES

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DEDICATION

I would like to take a moment and thank those that supported me through this process. First and foremost, I would like to thank my children, Mason, Emma, and Blake for their support, sacrifice, and confidence. I would like to thank my husband, T.J., for his unyielding support and sacrifice. Without the support of my family this would not have been possible. Without your encouragement, I could not have completed this process. I know it was not easy, but your support drove me throughout this process.

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PROLOGUE

The last bell has rung for the day. Students are scurrying to their next adventure or activity. Band members are racing to the practice field and athletic players are gathering the equipment to rush to their respective fields. The excitement and anticipation are evident as they greet each other with fist bumps and teasing as well as the growing hoopla as the last stragglers arrive. There is a peak in excitement and noise that begins to subside as practice time grows closer. Several players begin to wonder what they will work on today while others groan as they know they will be participating in extensive physical conditioning. A hush falls over the team as the coaching staff walks up and they anxiously await the practice schedule from their coach. It is evident that the coach has a good relationship with his team as there is still come good natured ribbing and teasing that continues. However, as the coach continues to speak, the players fall quiet and listen intently to what is being said.

This scene is repeated daily, spread over several fields or courts all over the country. The only thing that changes is the type of team along with the seasons. Coaches have a tremendous impact on the athletes they coach, both on the field and off. John Wooden (2004) powerfully explains this impact when he writes, “We who coach have a great influence on the lives of all the young men who come under our supervision, and the lives we lead will play an important role in their future” (p. 99). The impact coaches have may start on field, it may start in the classroom, but you never know which moment someone is watching you that will have an impact on them. Because of this impact, high school coaches must be in tune to their players and recognize that, for some, athletics is an important part of their high school experience, and for others, it is the only thing that ties them to the classroom. High school athletics is an opportunity to participate in their beloved sport at the next level of competition, it is also way to stay connected to the game and memories they have collected over the years. A few players will continue their career in college while others will quietly close the chapter on their athletic career. Regardless of what they choose, their coaches will continue to support and encourage them as they transition into the different phases of their journey.

High school coaches have an intense job ahead of them as they guide their players through the season while teaching their subject matter and working to maintain a balanced home life. This dynamic intrigues me as it is very personal for me. My husband is the head baseball coach at a local high school. We have worked hard as a family and married couple to navigate the emotions and dynamics of his coaching while raising three children. Because of this journey, I knew I wanted to connect my research study with other coaches, their family, and their experiences. I knew I wanted to focus on a high school coach's journey in the classroom, on the field/court, and at home. I am especially interested in the emotions involved in those transitions as well as the coping skills they utilize as they navigate their various roles. In addition to the emotions, I am interested in the stories and emotions of my participants. As part of this process, I have selected three couples to interview. The couples are introduced to you in the next section; however, I want to share some characteristics of the couples I chose to interview. In order to protect their identity, and the identity of the school they coach at, pseudonyms will be used. I am excited to hear how coaching and the different experiences have affected their lives as well as how they, and their emotions, have changed as they have grown older. In each couple, the coach is the male and have been married at least fifteen years and coaching the same amount. All three couples have children, all the children are older with the youngest being eleven years old. The interview questions include emotions in the classroom, how teaching philosophies have evolved and how their coaching philosophy is similar and/or different from their teaching philosophy. There will also be questions regarding transitions in and out of the family, how the family navigates the coach's absence, and how coaching has affected their children.

CHAPTER OUTLINES

Over the next several chapters I will be concentrating on the emotional transitions high school coaches experience and navigate in their daily life. In the introduction, I will provide a more in-depth look at the motivations behind this study. I will introduce you to some of my experiences and the impact athletics has had on my life as well as my husband and the impact his athletics has and continues to have on our life and family. In addition to us, I will introduce you to the participants of this study and provide

their backgrounds. Included in this section are the authors that I found helpful throughout the three sections, coaches in the classroom, field/court, and home, that provided additional insight into the journey these individuals experiences.

In this first chapter, I will provide you the reason I chose this topic. I share with you my personal background, my family, and my experiences that influenced me along the way. As this introduction progresses, I will relay back to you the connection this dissertation has to Curriculum Studies. Many of the scholars, and there works, that I drew upon throughout this dissertation are introduced in this section and woven throughout the remainder of this work. As you continue to read this prologue, I will name the specific scholars that I utilized in each section. Lastly, I will introduce you to the interview participants and their background.

The second chapter, Coaches in the Classroom, I will examine the role of the teacher and the emotions coaches as teachers experience throughout their time in the classroom. At a time when more attention is being placed on education, it is important to discuss the role of the teacher, their identity, and their role in the classroom. These are all important aspects of teaching that deserves attention. In a time when there is more scrutiny on the teachers, it is imperative we examine the emotion that both motivates teachers and demoralizes them. Emotional regulation is discussed as a way to regulate emotions and determine at what point, if any, students need to see those emotions. Emotional regulation provides teachers an opportunity to regulate and check their emotions prior to an outburst. These regulations also allow reflection to cope with the emotions, to determine if they are justified, and if the reaction fits the situation. This regulation helps to build relationships with students in a positive manner; however, there are times when letting your emotions show provide a learning experience for your students as well. There are many authors that are mentioned in this chapter that provide insight and reflections from their own experiences and studies. These authors include Nel Noddings (2002 and 2005), Sonya Nieto (2005), Jennifer Welborn (2005), Sam Intrator (2003), William Ayers (2010), and Erin Rooney (2015).

This third chapter focuses on the coach on the field or court. I mostly use the term field, but it is interchangeable with a basketball court, wrestling mat, or track. I will introduce the theory of play and its

importance in the learning landscape. This theory will discuss how physical play, music, and art encourages and enriches learning and will draw the works of Plato, Immanuel Kant, John Dewey, Friedrich Jahn, and Friedrich Schiller. This chapter also includes the emotions and passion coaches tap into in order to motivate their team. Entangled in the emotions is interrole conflict. This conflict plays a significant part in the emotional spaces of coaching as it can heighten the emotions and their responses. Throughout this section, I turned to the following scholars: Michael Miragliuolo (2014), Michael Coffino (2018), George Sage (1987), and Eric DeMeulenaere and Collette Cann (2013).

This fourth chapter will explore the transition from the field to the home after a long day. I will examine the family dynamic and how coaching affects the relationships with their spouse and their kids. In addition to relationships, I will examine the potential for work-family conflict within the roles of parent/spouse and coach. In addition to this conflict, I will provide examples of the positive impact and enrichment coaching as brought to our family. As with any significant job, workaholism is possible and will be briefly explored through the eyes of the participants. Lastly, I will address coping strategies that are utilized to maintain family-work balance. I have examined several scholars throughout this chapter that will provide support to include Jeff Graham and Marlene Dixon (2016 and 2017), Sam Sieber (1974), Damian Martinez (2010), Christopher Ditzfield and Carolin Showers (2011), and Jonathan Chan and Clifford Mallett (2011). There are also personal stories and personal responses from Jack and Katie, Hudson and Anna, and Randy and Sydney.

This final chapter will focus on tying everything together. The first half of this chapter will include reflections from myself and the participants. Both the coach and the wives share advice they would provide younger coaches in the context of coaching and communicating to the future spouse what coaching requires. The couples also reflect back on what they want their kids to know as they have watched their mother support both their father and them. There is also reflection on what they want other educators and administrators to understand as well as their own personal reflection on what they hoped to instill in their students and athletes. Lastly, I will tie all three roles together.

CHAPTER 1

INTRODUCTION

PREVIEW

In this first chapter, I will provide you the reason I chose this topic. I share with you my personal background, my family, and my experiences that influenced me along the way. As this introduction progresses, I will relay back to you the connection this dissertation has to Curriculum Studies. Many of the scholars, and their works, that I drew upon throughout this dissertation are introduced in this section and woven throughout the remainder of this work. These scholars include: Jeffrey Graham and Marlene Dixon (2017), John Wooden (2004), George Sage (1987), Michale Coffino (2018), William Ayers and Ryan Alexander-Tanner (2010), and Eric DeMeulenaere and Colette Cann (2013). Lastly, I will introduce you to the interview participants and their background.

PERSONAL BACKGROUND

It is an early morning in December, the sun is rising over the parking lot of Lakeside High School and I can hear the doors slamming as students scamper to the front door trying to escape the cold air. As I sit and ponder how I arrived at this point in my life so many words and memories dart across my mind. I think back to the decision to apply to the Ed.D. program, those nervous feelings rushing back. As I progressed through the program, the topic of the dissertation continually came up. I was excited at the prospect of this journey; however, I had not settled on a topic yet. Others around me knew right away what they wanted to research while I smiled and nodded wondering how I would pull this together. I wanted to explore a topic that not only impacts the lives of others but has impacted mine as well. I have been involved in some aspect of athletics all my life, first as an athlete, then as a coach, a coach's wife and now a parent of young athletes. Because of my experiences, I have chosen to examine the emotional transition coaches go through as teachers, coaches, and spouses/parents. I will be utilizing multiple literature reviews to examine consistent threads. The experiences and findings will add new research to the field of curriculum studies as I not only examine the importance of play, but the influence student-athletes also have on their teachers/coaches.

When I was ten years old, my father asked me if I wanted to play softball. I had never heard of this game; I was much more interested in playing kickball. Little did my father know I could kick that ball with such gusto, far into the cemetery that shared a curb with my elementary school playground. When I relayed this information back to my Dad, he laughed and said, “close enough” and off we went to buy a softball glove. Well, softball was not “close enough” to kickball. I let him know my feelings loudly as I threw my glove into the ground with all the frustration a ten-year-old could muster, but Dad patiently handed my glove back to me while inching slowly away to resume our game of catch. I grudgingly gave softball a try and found that not only did I enjoy it, but I was good at it. I played several seasons a year with every team that would have me. I learned the more I played the better I became, and I liked being good at something. Softball became part of my identity as I grew older as did the desire to be better than my competition. I learned to play every position, but I liked infield the best. I tried outfield for a game or two, but it quickly became obvious those positions were not my strongest. While I could catch anything in the air, ground balls proved to be difficult for me to read. As a result, I settled into pitching, catching, or an infield position, preferably first base.

Throughout my high school career, I was utilized more as a utility player. Because I was versatile, I played different positions depending on the need that day. When I was not catching or pitching, I could be found at second or first base. I did not care for third base as I believed it was too close to the batter and those balls would come screaming off the bat. No thank you. I also seemed to spend a great deal of time on the ground when I was at shortstop. I was not gifted with lightning speed and would find myself diving in the dirt more times than not going for a ground ball. During my junior and senior year, I moved into the number one pitching slot. I was excited to be able to be able to take control of the game as well as improve on my craft. I did not have an overpowering fast ball. I needed more tools in my bag to be successful on the mound. I was fortunate to develop a wicked curve and drop ball that was complimented by a screwball. A screwball is similar to a change up in speed but differs as it has absolutely no spin that creates movement as it progresses towards the plate. During my senior year, the team advanced to the regional playoffs for the first year ever. It was quite exciting. Unfortunately, we lost

2-3 to Orville High School as they brought their bats and we did not. It was a heartbreaking loss. The silver lining was that I was presented with the opportunity to continue my playing career at Montreat College, which is located in beautiful Black Mountain, North Carolina.

This journey was filled with both exhilarating and heartbreaking moments. Montreat was a fantastic opportunity to continue playing while continuing my education. It is a small college and not only was it my first year in college, but it was the first year of their softball program. It was very exhilarating to be part of the inaugural year. I was the only true pitcher that had committed so it was my position to lose. We had a great first season and were looking forward to the next year. I loved being on the mound, knowing that each pitch was important and had the ability to change the game. This lasted a year and a half then it all changed. During the fall season, my arm started to feel sluggish and slow. It did not seem to matter how hard I tried, I could not put much speed on it and to work on other pitches was painful, especially those that required the arm to twist like the drop and curve. In fact, I could pop it out of place, and it would slide back in like it was a natural function of the body. I finally conceded I needed to see what was going on and sought out medical attention.

The doctor did not have good news. He said I had stretched out the muscles and tendons that hold the ball and socket together in the shoulder along with rotator cuff damage. The rotator cuff, what I was most concerned with, turned out to be the least of my concerns. The doctor's voice turned sympathetic when he explained the procedure for fixing the shoulder. I did not really understand why he became so calm and patient. However, it hit me like a ton of bricks when he gently broke the news that I probably will never pitch again. When I questioned this announcement, he explained that in order to stabilize the joint he needed to wrap it like a present, tying up the ligaments and muscles. He patiently showed me how he would cut through tendons to repair the rotator cuff and then wrap everything up. I was in complete denial.

I had endured several injuries throughout my athletic career. I broke my nose two or three times, broke a rib in the batting cage, and had six stress fractures in my lower fourth and sixth lumbar vertebrae. I was able to come back from those so I thought surely, I would be able to come back from this. I was

wrong. The surgery, officially called a capsular shift with rotator cuff repair, was done in June of 1997 and I never pitched again. I was going into my junior year of college without a position to play and a new coach wondering what to do with me. I was lost. Fortunately, my new coach was patient and supportive. He coached me both mentally and physically back to playing first base and being a productive member of the team. I hit over .500 that year and earned a spot on the All Region team, leading to one of the more exhilarating moments in my softball career. After my playing days came to an end, and I graduated, I was asked to come back as an assistant coach for the volleyball and softball teams.

I loved the travel, watching both sports as they were so different, and, teaching the game to girls who were eager to play. I most enjoyed interacting with the players both on and off the field. However, I saw the toll this took on other coaches and their families and determined this is not how I want to make a living. I was adamant I did not want to miss watching children grow up or watching their first athletic events. I understood how recruiting season puts a strain on a relationship and how much time and both physical and emotional energy is necessary during the season. As a result, after a few seasons, it was time to move on. I am grateful for the lessons I learned while coaching and the time spent doing so. One of the most important gifts this time gave me was the opportunity to meet a terrific baseball pitcher who ultimately became my husband. Little did I know after my own playing and coaching days were over that its brother, baseball, would become, and remain, a very active part of my life.

Fast forward a few years. That handsome baseball player graduated college and we were married. We moved back from Asheville to Evans, GA. I left a job I absolutely loved as well as a place I finally called home to move to my husband's hometown. We made the decision to move as he is a teacher and I was in business. Our thought process was that it was easier for me to find employment than it would be for him as teachers sign contracts for 190 days. He was offered a job in a nearby town and, fortunately, they had a position for me as well. I significantly underestimated the stress of being a newlywed, in a new town, with a new job that much further from my hometown of Akron, Ohio. I was miserable. I had no friends, family, a job I did not like, and what felt like, nothing to call my own.

After a year, I found a new job and my husband changed jobs and became a middle school English teacher at a school closer to home. This was also his first year of coaching. Coaching at the middle school level was perfect. The time commitment was fine as I was working until five or five thirty and we would get home close to the same time, eat dinner together, eat out, whatever we wanted. His coaching did not impact our life that much. I remember thinking this is the perfect coaching job, not too much stress as the level of competition was just above the rec league, there was not time spent on the road recruiting or playing, and the season was short. Again, how bad could it be? I thought it was great. Then it all changed. An assistant coach position became available at a local high school that my husband wanted to apply for and eventually accepted. Eventually he moved into the head coach slot which is where he remains today.

My husband's high school coaching and teaching responsibilities, and our journey together, significantly influenced my interest in exploring the emotional journey coaches have as they teach, coach, and transition to home as a spouse and parent. My husband is a high school English Literature teacher and the head baseball coach. I have watched him leave early and arrive home late to make something better for his students and players, miss our own family events for a game or practice, and come home triumphant or depressed based on the outcome of a game. All the while, wondering how long his coaching will continue and fighting over his lack of presence in our family. I had given up coaching because I did not want to put my future family through difficult schedules, significant travel, and lack of participation within the family dynamic. I am aware that is probably not how life would have turned out, but I did not want to take that chance. Even though I was an athlete and former coach, I could not really understand the pull of the field when there are our own children to raise, immersing himself in the game, spending countless hours moving dirt or mowing the emerald carpet of the outfield. When I gave coaching and playing up, I was done. Maybe it was all the injuries, or a shift within myself, but there was not a magnetic pull or a wish to continue and while I enjoy watching the sport and goofing around, I do not wistfully wonder what would have been.

As our family grew and the stress increased, we would lock horns because he could not understand why I did not understand the reasons he loved the game so much and I could not understand why a game, and other people's children, would take priority over ours. We had three children in three years, and I worked full time. To say I was overwhelmed is an understatement. Our last child was sickly as an infant. He contracted RSV at six weeks old and it took years to recover. When he was just shy of six months old, I turned in my resignation and became a stay at home mom. In some ways it brought us closer together and in others it tore us apart. I will talk more about this journey in a later chapter as it was a comical and interesting time. However, as we grew as a married couple and parents, I was able to let go of my anxiety. I had the fortunate opportunity to stay home with our children for a few years. This transition lessened the stress of coaching as I was able to take care of the kids without the complication of working; however, I knew I would have to go back into the workforce at some point. It just so happened a teaching position at our county Alternative School opened up that I had the qualifications for. This position demanded growth that I was not yet ready for, it forced me to not only expand my mindset but my worldview as well. This was truly my introduction to high school students.

My experiences as an Alternative School teacher allowed my respect for teachers to not only grow, but to gain insight into the daily struggle teachers face in the classroom. The Alternative School is a punitive school that students are remanded to when they break the Code of Conduct. The infractions range from violence against a teacher to excessive tardiness to class to weapons and/or drugs on a school campus. Even though the Alternative School educates the highly at-risk students, enrollment is generally capped at 120 combined for middle and high school students. Depending on the infractions and personalities of the students, this can be a very challenging atmosphere. However, we were always mindful that the population was less than two percent of the thirteen schools the Alternative School serves. Teachers at the other schools still had at least 150 students to serve every day. The impact teachers can have on their students is immeasurable. I was reminded every day of their impact as I develop relationships with my students and listen to their stories of teachers they connected and felt safe with as well as those they loathed and swore did not care about students. Many of my students were athletes that

had to forfeit their season and spot on the team. They missed their coaches and teammates tremendously as well as the competition and the opportunities it provided.

I never anticipated athletics would have a significant impact on my life while I was growing up. As I reflect on my growth from a young person to who I am today, I am able to see the significant impact athletics had, and continues to have, on my life. Through the experiences and lessons, I learned both on and off the field, I am able to say I learned how to be a teammate, to be coachable, to lose gracefully, to persevere, and to work hard. These are important attributes of athletics and life. However, while I initially credited these skills to athletics, I believe they are more attached to learning how to play, having the freedom to make up games and act out various roles, learning to interact with my peers, and cope when things did not go my way. Even though I learned a great deal from athletics, it was the men and women behind those sports that really taught me the value of relationships with teammates and peers, how to navigate life choices and challenges, and how to apply lessons learned through athletics to the life that lay ahead.

CURRICULUM STUDIES CONNECTION

In order to be able to truly provide an understanding of what goes on in the life of a teacher/coach and family, I had to understand that this could get messy and what I mean by messy is emotional. Before I could engage in a conversation with others, I must be able to carry on a discussion without crying. I needed to pull myself together. I did not consider myself an emotional person, and I still do not, unless I see a Dove soap commercial and think of my kids. However, for about a two-year period, I could not get through a weekend or class without crying and I really did not understand why. In order to give this research, the respect and honesty it deserves, I have had to reflect on my thoughts and emotions regarding the impact coaching has had in my life and marriage and learn from them, and, while I did not want to examine these emotions I clearly needed this journey. I did not want to revisit or learn from emotions because what if I learned something I did not like? What if I learned I did not like what I found? What if it changed my marriage? This was a scary process to think about let alone embark on. Gert Biesta (2006) wrote in *Beyond Learning*, “To engage in learning always entails the risk that learning might have an

impact on you, that learning might change you. This means that education only begins when the learner is willing to take a risk” (p. 25). If I let the fear of this learning process overtake me, I could not produce research worthy of writing about. Once I accepted that this journey would be messy, but in a good way, even cathartic, I understood I did not have to fear what I would feel and learn.

As I continue through the research process, I will be utilizing multiple literature reviews. I will focus on different relevant pieces of literature that will correspond with my examination of the different dynamics that coaches experience during their day. I believe this will allow me to extensively examine the contribution coaches have on curriculum studies. Using the three focuses of a coach as a teacher, coach, and spouse/parent, will also provide an examination of the passion that is necessary to coach and teach. We, as a society, hope that all teachers are in the profession to better our next generation, to passionately impart knowledge and nurture our growing children; however, that is not the case. Sadly, there are teachers that are in it for the perceived ease of teaching, for the two weeks at Christmas, a long summer break, or because they thought they could save the world, but found that is near impossible. Coaches are not in the profession for any of these reasons. Michael Coffino (2018), *The Other Classroom*, explains the importance of athletics in high school as he states, “The lessons learned, tools acquired, and values instilled through a well-considered high school athletics program lay a robust foundation for student-athletes to enjoy advanced abilities to succeed on the life paths they travel after their formal education” (p. 1). Coaches have an awesome responsibility to their student-athletes. In addition to teaching them the fundamentals of the game and the pressure to have successful seasons, they must also impart life lessons that will be utilized long after they walk across the stage. They have an honest passion for teaching and coaching, for the dynamics in the classroom and on the field. I believe that this dynamic adds tremendously to the culture and climate of the school as well as to the field of curriculum studies.

This is not a field in curriculum studies that has been researched extensively. I have not come across any research that examines all three relationships and the emotional transition necessary for success in the classroom, on the field, and at home. There is growing research and interest in the emotional aspect of teachers in the classroom as there is increasing awareness that the emotions of the

teacher, and how they are handled, not only effects the teacher, but has an impact on the students, the learning environment, and teacher retention. While it is fantastic that teacher emotions, and their impact, are gaining attention, it is not the only aspect I am interested in as I am looking specifically at coaches. There is less research on the emotional transition of coaches to the field and there is even less research on the transition to home. As mentioned earlier, I will focus on the emotional transition from the classroom to the field and to home. For the emotional transition during teaching, I will focus on several authors that explore the motivation, moral obligation, and selfless approach to their teaching craft. These authors include Nel Noddings (2002, 2005), Sonia Nieto (2005), Robert Bullough, Jr. (2001), and William Ayers (2010), to name a few. Each of the authors have contributed significantly to the field of curriculum studies through their various works. As the coaches' transition to the field, I will look at the writings of George Sage (1987), Eric DeMeulenaere and Colett Cann (2013), John Wooden (2004), and Michael Miragliuolo (2014), to name a few. Finally, as the coach transitions to home I will look at the writings of Jeffrey Graham and Marlene Dixon (2016, 2017).

Nel Noddings writes extensively on the moral obligation of teaching. According to Noddings (2002) in *Educating Moral People* care theory is defined as, "...relation-centered rather than agent-centered, and it is more concerned with the caring relation than with caring as a virtue" (p. 2). The relationship of caring is different than the virtue of caring, meaning the character trait of care. Caring as a virtue is not necessarily an intrinsically understood and accepted characteristic. In many cases it is taught through the consistent and respectful relationships that are nurtured with care from the teacher. Noddings (2002) examines this care theory with a comparing and contrasting to care as a virtue, or character education and ethics. I believe this to be especially important in the public-school system as more and more children are coming hungry, homeless, having experienced abuse, and with mental health needs. Noddings (2002) contradicts Kant (1908/2015) who believes, "...each person's moral perfection is his or her own project" as she explains, "...we remain at least partly responsible for the moral development of each person we encounter. How I treat you may bring out the best or worst in you" (p. 15). I believe this is something teachers are aware of, but sometimes neglect or forget. Many teachers do not necessarily

consider if their behavior is in the best interest of the student, and sometimes it is not possible based on the situation. As a result, Noddings (2002) further explains that caring must be accepted in order for someone to emotionally feel that someone cares about them. This is an interesting dynamic to me. I wonder how many teachers “care,” but the student rejects the care or does not feel cared for based on the behavior and/or actions of the teacher. This theory will be weaved throughout the three different dynamics as caring is shown in different ways and is necessary in all three relationships.

Sonia Nieto (2005) shares with us through her book *Why We Teach* a better understanding of why individuals choose teaching and the motivations to remain in the profession. In addition, Nieto (2005) brings us honest understanding of the challenge’s teachers face in the classroom on a daily basis. In addition to the challenges the students bring into the classroom, Nieto (2005) explores the additional pressures society and politics introduces into the profession. Nieto (2005) explains, “These are hard times for public education, which increasingly is characterized by a mean-spirited and hostile discourse, one with little respect for teachers and the young people they teach” (p.4). With the increasing heaviness on educators from politicians, business, and general naysayers, the pressure to maintain a classroom is greater than ever. Teachers must constantly justify what they are teaching and why they teach what they do. In many instances, teachers are handed a script for their content and expected to adhere to it to the letter. This leaves no room for imaginative lesson plans that allow for a great depth of learning. This can create additional stress as there is little wiggle room to provide students with additional learning opportunities. With the continued pressure to perform, developing relationships with students through encouragement, genuine feedback, and engagement is extremely important. The teacher/student relationships are necessary in order to provide the best learning experience possible. However, this is not always possible as outside forces can be far more concerning than what is to be learned in the classroom. Teachers must recognize that there are times when learning Shakespeare is less important than wondering where food will come from or if the electricity will be on when they arrive home. Teachers recognize the changing need for students on a daily basis; however, several of the needs remain unnoticed and ignored by those in the powerful positions that make the decisions.

Robert Bullough, Jr. (2001) examines this very concern through his book *Uncertain Lives: Children of Promise, Teachers of Hope*. Bullough (2001) asks in his very first line, “What can schools do when children suffer poverty, poor parenting, bereavement, violence, or disruptive transience” (p.1). This is a very real problem in schools today. There are tremendous pressures on our children, both in and out of the classroom, that were not present ten or twenty years ago. The worries of what awaits them once they get home can outweigh what goes on in the classroom. However, school is often the most consistent place they have. Students who are on free or reduced lunch know they will eat, the building is heated, and many schools are providing food sacks and clothing. I am interested in learning how the coaches reach every student; how they differentiate their caring and concern. Academics remain at the forefront of the classroom with the teacher responsible for the knowledge they try to impart. How is teaching different today than ten years ago? There are many worries that the students have in today’s classroom that were not present even ten years ago.

How do teachers contend with all that students experience outside the school day, yet effects the school day and learning? How often do they refer to counselors or graduation coaches? This is another trend I would like to examine within my dissertation research. I am also aware of outside forces that can hamstring the learning environment. It will be interesting to learn which societal issues they see the students contending with the most. William Ayers and Ryan Alexander-Tanner (2010) provide fantastic insight into the challenge teachers face in their book *To Teach: The Journey, In Comics*. Ayers and Alexander-Tanner (2010) reminds readers, “Greatness in teaching is always in pursuit of the next challenge, the next encounter...greatness demands an openness to the new and the unique. For great teachers must always be ‘here I go again’” (p. 97). Many of my questions to my research participants will focus on their approach to the classroom and their teaching style, how they approach their students and what they deem the most influential factor in their learning environment: emotional, familial, societal, or academic. Self-reflection and the ability to change directions quickly is a well-honed skill of good teachers. Given that coaches reflect and analyze play after play, questioning their decisions, it is not a far reach to believe they do the same within their classroom.

As the school day ends, coaches ready for the next adventure in their day. They ready themselves through the transition from the classroom to the field. As this transition takes place, the successes and failures of the classroom day fall away, and the plans and goals of the field take their place. Through the lens of the coach, how is this transition completed? What emotions are utilized as this takes place? There are several authors that have contributed to this portion of research. George Sage (1987), *The Social World of High School Athletic Coaches: Multiple Role Demands and Their Consequences*, and Eric DeMeulenaere and Colette Cann (2013), *Reflections from the Field: How Coaching Made Us Better Teachers* provide insight into the role of the high school coaches and the demand that is placed on them to win. I will also examine the leadership skills necessary to be a strong coach. In order to examine the leadership skills, I will be examining various coaches including John Wooden (2004) and his book *They Call Me Coach* and Michael Miragliuolo's (2014) book *The Real Story of a High School Coach*.

George Sage (1987) provides a glimpse into the stress of coaching at the high school level. While he does not include the additional stress to win, he does examine the stress coaching adds in addition to teaching. Sage (1987) writes about his study, "I wanted to focus on the occupational contextual setting of teacher/coaches and try to understand how teacher/coaches' occupational attitudes, feelings, and meanings are socially constructed as they orchestrate the multiple demands of their job" (p. 215). I would like to focus on the additional stress of coaching and the emotions that are associated with this transition and intertwined in their desire to further educate their students and in-depth skill development with their athletes. Coaches have a responsibility to impart lessons that are not only useful on the field, but off as well. Lessons that include work ethic, comradery, and learning to win and lose gracefully, to name a few. These are not inherent characteristics of an athlete, along the way someone had to teach them these things. There is more to coaching than a ground ball to third or successful completion of free throws. There is team building, working for each other, and learning that the game and the team are bigger than one person. These are lessons that are difficult to learn, but necessary for successful transition into adulthood. Michael Coffino (2018) explains, "While high school athletic programs have differences, they have in common the opportunity for timeless influence on the kind of adults each student-athlete can

become” (p. 2). All of the coaches have been athletes in their own right, most playing in college and transitioning into middle and/or high school coaching at a young age. In addition to learning what drives them, delving into what lessons they learned from their previous coaches and what they transferred into their own coaching style is an important role of reflection. As they transition from the classroom to the field, coaches have a great deal to instill in their players in addition to technique and skill. From the transition standpoint, I wonder if the expectation for their athletes is higher academically than those that are nonathletes and if the performance on the field has a higher expectation than the academic expectation. As a student-athlete, I tend to believe the expectation is higher for athletes both on the field and in the classroom. However, this is based on perspective, and the argument can be made that the standard for athletes is not higher, it is favorable treatment based on playing ability.

It is important for coaches to maintain a positive relationship with their athletes. After teaching all day, it is important for coaches to compartmentalize frustration and irritation if they had a bad day. Their players rely on consistency and positive feedback. When coaches rely on negative, punitive behavior in order to get results, they are damaging their relationship with the players, creating stress, and probably have a higher turnover rate. While punishment is sometimes necessary in order to get their attention, that should not be the overarching team culture. According to Donohue, Miller, Crammer, Cross, and Covassin (2007), “it is no surprise that coaches have been found to enhance intrinsic motivation in athletes and athletes’ positive perceptions of coaching styles and interactions strongly associated with motivational factors” (p. 376). While this can be difficult to do every day, and maybe should not be expected every day, the attitude and care a coach takes on the field can yield bountiful results when players are confident and comfortable with their coach. With continued positive reinforcement and strong relationships with their players, coaches build strong programs and even stronger players.

Eric DeMeulenaere and Colette Cann (2013) write in their book *Reflections from the Field: How Coaching Made Us Better Teachers* explores the four coaches that transitioned their lessons on the field to the classroom. The narratives provide insight for how they were able to better transition athletic lessons to academic success. There are several lessons that were observed including one from John Wooden

(2004), UCLA men's basketball coach. Wooden (2004) complimented his reserve squad at a greater rate than his varsity players. He reasoned that they needed it more than his varsity players in order to continue to come out day after day and give their best efforts every day (p. 5). This is not necessarily something I agree with as I believe every player needs positive feedback and reaffirmation when they do a good job. Every coach is different and this can be used to draw a comparison to other coaches and their different styles.

Another lesson Wooden (2004) presented itself was the breakdown of skills, both in the classroom and on the field. Wooden (2004) believed that education came first as his philosophy was teaching "the ability to learn how to learn" (p. 5). He emphasized that "if you lived up to your responsibilities as a student and human being, then you earned the privilege of becoming a member of the UCLA basketball team" (p.6). Because of Wooden's (2004) focus on learning, several of the narratives explained that the process of teaching athletic skills are the same processes used in teaching academic skills. The coaches acknowledged they need to bring the same level of honest feedback to the court that is used in the classroom. If an athlete was not performing a layup correctly, the coach would break down the moves and provide yes/no feedback for when it was done correctly. This same level of skill breakdown is necessary for success in the classroom. It is difficult to throw several skills or standards into a lesson and expect all of them to be mastered and understood. For example, if a student is to be successful in an English class, the lessons must have a clear objective and desired outcome, not just busy work. If skills are broken down into manageable packets and are provided the opportunity to master, these are learning skills that can be built upon with success, much like skills on the athletic field.

Teachers/Coaches spend a great deal of time preparing lessons, grading, preparing their practices, pouring over game footage, tracking down scouting reports, washing uniforms, obtaining busses, and all the other items that need to be checked off. Sometimes it seems as though they are more like social directors or activity managers than coaches. After a long day of teaching and coaching, it is finally time to head home to their spouse and kids. Some have missed a soccer game or a first-grade play, others are thankful they did not miss anything other than homework. Each family has sacrificed time and memories

for their coach to be able to serve their athletes. It can be difficult for our own children to understand why Mom or Dad must go spend time with other people's children, especially when they are young. But, as they grow and mature, becoming competitive and interested in their own sports, they begin to gravitate to the team and the athletes. The athletes can teach the young children something. They learn how to work hard by watching, they learn how to interact with older boys, to respect authority, and, most importantly, they learn what their Dad does. One of the greatest pleasures for my own children is when they are able to go up to the field and play with the boys, or in the dirt depending on which child it is. They enjoy interacting with the boys and watching them play the game, they are thrilled their Dad is the coach, and, as a bonus, they are allowed to assist in the concession stand. As the kids have gotten older, they have accepted the time Dad is away or at the field.

While the coaches are away a great deal, when they are home it is important that they are engaged and active in the family. The transition from the field to home can be a bit challenging if the practice or game is less than successful. The family relationship is the backbone for the coach, without the family support, the job can be very difficult and lonely. The emotional transition for everyone takes time and patience to determine how best to adjust for each family each season. As the family dynamic grows and changes so does the way each family adjusts each year. These adjustments include stress, strain, and conflict, how the family copes with and resolves emotional struggles, and how coaching can enrich their own family. In order to examine the familial relationships, there are several studies and authors I will examine Jeffrey Graham (2016 and 2017), *Coaching Dads: Understanding Managerial Implications of Fathering through Sport* and *Work-Family Balance Among Coach-Fathers: A Qualitative Examination of Enrichment, Conflict, and Role Management Strategies*.

Both of these scholarly works discuss the impact sports has on the father/child relationship. Even though I am focusing on the father/child relationship, it is equally important to acknowledge the mother/child relationship within the context of coaching. There is a great deal of fantastic female coaches in the athletic world. I am in awe of their ability to have a family, teach, and coach. Coaching parents tend to encourage their children to participate in athletics as it becomes a commonality the parent/child are

able to use to relate to each other. The coaching parent is able to craft a relationship through transferring age-appropriate lessons and enjoyment through play and while this can lead to additional pressure placed on the child to live up to the father's standard, it can also be a dynamic that draws them closer together and solidify the emotional bond that will endure for their lifetime. The family is made up of a greater dynamic and bond than each individual and the athletic activities they are participating in, it is made of up growth, change, and evolution that must take place at each stage of transition.

One of the main characteristics of a coach's family is their ability to adapt. There is not much that can be thrown at the family that cannot be handled with communication and flexibility. Jeffrey Graham, Marlene Dixon, and Nancy Hazen-Swan (2016) discuss this in their work *Coaching Dads: Understanding Managerial Implications of Fathering Through Sport*:

When new circumstances arise that challenge the way a family functions or increase the strain on the family unit, this adaptability property suggests that family members will respond by adjusting their normalized processes so that they will continue to function successfully. (p. 41)

Due to the nature of coaching, there is a certain amount of flexibility that is necessary to maintain in order to have a cohesive family unit. Families are fluid, always moving and changing with the different dynamics or circumstances life offers. It is this fluidity that supports stability during the chaos and aides in the ability to adapt to the different schedules or needs of one of its members.

Through the fluidity and adaptability there is also a partnership. The roles of the spouses change, are intertwined, depending on what the needs of the family are and what time of year it is. For example, in our case, I tend to run the household and the schedule from January to July. This allows for the completion of tasks, stability for the children, and minimal disruption of their schedule. The spouses of coaches pick up the additional responsibilities and tasks that are usually completed by the coach. Jeffery Graham, Marlene Dixon, and Nancy Hazen-Swann (2016) explains this role change as, "This characteristic of the family system suggests that family roles, rules, leadership and processes can be changed when necessary, and it is important for the family so that they can continue to function

successfully, even in the face of adversity” (p. 42). Our family dynamic changes when the season starts. We have been doing it so long it is almost a seamless process now. The kids have learned that during this time it is only me, Dad is not around until late evening and there are tasks that need to be completed. They need to be reminded of this periodically; however, they rise to the occasion and complete their tasks. Once our coach returns to the family, there is a period of adjustment. We must reacclimate to each other and the role each plays. Sometimes I feel this is more difficult on our Coach as he has to adjust to our dynamic and emotionally cope with the missed time and experiences.

Because we, and my participants, understand what is necessary to transition into the season without flair, I feel as though it would be unfair to interview couples who are still finding their footing during this time. Established marriages can be tested during the transitions in and out of season as well as to the commitment it takes to be successful. Younger marriages are not only working out the kinks to married life but add the transitions of coaching and it takes the emotional impact to a higher level. Being a coach’s spouse can be lonely and difficult at times. There was a time, probably close to a year, when I may have felt empty and desperate. There was not anything that could take that feeling away, it did not seem to matter what I did. Being a coach’s spouse is an added layer of significant stress that does not need to be exacerbated by asking young couples to examine their emotions associated with this transition. For young marriages that are adding children to their family, the emotions can run extraordinarily high, especially if the spouse is also working. I remember how difficult, almost near impossible, this was when our three children were young, and I am not certain how we would have handled someone shining a spotlight on those emotions. There are times after putting the children to bed that I would just sit and cry. I was exhausted and lonely. My husband did the best he could to help, but the exhaustion alone was just that, exhausting. As young marriages and families determine the best way to navigate their coach’s season and transitions, I believe it is imperative they figure that out on their own. By asking them to delve into their emotions, emotions they may not be ready to confront or discuss, I may be doing unintended harm to their marriage. I am aware this decision will exclude valuable research, but I feel it is important for those couples to learn how to navigate their own path first.

As flexible as the family unit must be in order to accommodate the dynamics of coaching, there is a certain inflexibility that follows. The family must maintain the ability to change, but the coaching aspect is rigid and set. I feel I must be more flexible than our Coach. His schedule is set, practices and games are scheduled far ahead of time. In addition to all his other duties, he is a full-time doctoral student. This journey adds an additional layer of stress and commitment that our family is navigating around. Because of the many commitments our Coach has, it is my job to figure out how to maintain the schedule of three active kids, accommodate his schedule, maintain the emotional support the kids require, and run the house. Graham and Dixon (2017) support this when they write:

During the competitive season the coaching role has a highly inflexible schedule of practices and games that cannot be easily adjusted. Consequently, the family role is forced to conform to the coaching role, and it is likely the coach is unable to satisfy many of the demands the family would normally expect to be fulfilled. (p. 290)

As I mentioned above, I believe our Coach has a much more difficult time reentering our family dynamic. We have continued on in some ways without our Coach, our life does not stop and wait until the time comes that he can rejoin us. This is additional stress on the coaches they must navigate and cope with. Graham and Dixon (2017) go on to state, "...coaches likely experience increased levels of strain and conflict as they try to manage the expectations and responsibilities of both life roles" (p. 290). In order for coaches to manage this stress they must compartmentalize their roles. This is a form of coping by focusing on the tasks and situations right in front of them. Through conversations with spouses, this is a common thread I am excited to learn more about. Coping mechanisms vary and are individual to each coach, but they are used by all. I am looking forward to talking with the participants to listen to how they handle this transition and the emotions involved. I am also interested to learn how their emotions and coping mechanisms have changed over time, as they are matured, and the marriage has grown. I feel this is incredibly important to examine how the coaches, and spouses, emotionally transition within the family dynamic as well as the emotions that are involved during and after this time.

All three emotional aspects of the teacher/coach/spouse can be stressful, influencing satisfaction levels at work and at home. I am interested in exploring this area more. I am curious if coaches equate winning and losing to job satisfaction more than teaching if the emotional toll is more significant with the athletics. I am curious to understand better how each coach defines success in the classroom and what challenges and triumphs they associate with job satisfaction, if any. I am curious to understand how each or both of these plays a role in satisfaction at home. While all three areas can be compartmentalized, it is curious if any and which one overlap. I am certain they do, but to what extent? The conflict between all three can lead to strain on each area for the coach. There seems to be a balance that must occur for all three areas to remain enriching and fulfilling.

INTRODUCTION TO PARTICIPANTS

I mentioned earlier in this section that coaches and their families understand the shift into their athletic season and the necessity of making this transition fluidly. I am excited to introduce you to the participants that allowed me to interview them and share their experiences with you. First, I want to remind you of the parameters I used to select the participants. All the couples have been married for over fifteen years and coaching for at least that same amount of time. All three couples have two or more children with the youngest child entering middle school. As I mentioned earlier, I did not interview their children specifically, I only asked about how they believe coaching has affected their children. I understand not speaking directly with the children might leave out valuable information regarding how coaching has affected their lives and views on athletics, but I feel it is important they need to investigate their emotions on how their Dad's coaching has impacted them as they grow older and process their experiences.

The first couple is Jack and Katie Greene. Jack and Katie have been married for twenty-six years and have two children, Sam, and Cassidy. Sam is twenty-two years old and working towards a master's degree in physical therapy at a local college while Cassidy is twenty years old and in her junior year at Barry College. Sam played baseball while he attended Oak College and Cassidy continues to play the position of goalie for her college's soccer team. Jack has been teaching and coaching for twenty-six years,

all at the high school level. He did coach for one year at his alma mater, Oak College, prior to starting his career in public education. Baseball and football are where he has spent most of his coaching time; however, he did help with wrestling for a few seasons. He is a self-proclaimed life-long assistant coach and truly enjoys being around the kids and athletics. Jack has taught various high school history courses at Hamilton High throughout his teaching career to include Advanced Placement Government and Human Geography, Economics, and World History. Jack's wife, Katie, works outside the home as an English/Language Arts high school teacher. She also started her teaching career twenty-six years ago. Katie worked as a half-time teacher for several years before eventually going full time. Jack and Katie teach at the same high school, Hamilton High School. Both Jack and Katie were collegiate athletes, and both were coaching early in their marriage; however, Katie gave up her coaching duties once they had children and Jack scaled his duties back. Jack is currently an assistant coach for the football and baseball teams.

Hudson and Anna Glory have been married for twenty years and have three children, David, Bailey, and Chloe. David is twenty-two years old and is about to embark on his student teaching. He has started his coaching career as an assistant football and basketball coach. In addition, he is engaged to be married. Bailey is seventeen years old and entering her senior year of high school. She is a cheerleader at her high school and participates in competitive cheer competitions. The youngest, Chloe, is eleven and entering her first year of middle school. Chloe is an active athlete participating in soccer and basketball. Anna has been an elementary school teacher for the last fourteen years. She currently teaches first grade. Hudson has been teaching and coaching for eighteen years. He teaches elementary physical education to kindergarten through fifth grade and has coached men's and women's basketball and assisted with football. Hudson is currently the head girls' basketball coach at Parkview High School and he and Anna currently teach at the same school.

The last couple are Randy and Sydney Oser. They have been married for twenty-four years and have three children, James, Aaron, and Ridley. James is twenty-two years, graduated high school, and entered the work force. Aaron graduated high school this past spring and is excited to begin his collegiate

journey at Georgia Tech this fall. Ridley is fourteen and just beginning her high school career this fall. Ridley will also play for Randy for the first time this year on the softball team. Randy has been a physical education teacher for twenty-four years. He spent six years at the middle school level and has spent the last eighteen years teaching weightlifting and personal fitness at the high school level. Sydney is also an educator and has been teaching for twenty-three years. Her forte is middle school science, seventh grade to be specific. Randy played baseball in college while Sydney did not participate in collegiate sports. Randy and Sydney do not teach at the same school.

The above paragraphs provide more of a biographical description of each couple. Now I want to try to provide a description of each couple based on the interviews and the interactions I observed as well as their personal insight based on a few of the interview questions. Jack and Katie were the first couple I interviewed and, as a result, are usually referenced first. Jack and Katie described their marriage as comfortable, and that is exactly how they appeared together. They were at ease and open to the questions that were asked. They each gave thought to certain questions and wanted to provide honest feedback. They did not try to sugarcoat any answers and wanted to provide an authentic look at the dynamic they have created and experienced. While they both acknowledge coaching has been hard on their marriage and family at times, it was also clear they had successfully navigated those rough waters. They indicated the hardest time in their marriage was when the kids were younger. It was clear they respect each other and value what each had to say. Their deep connection was obvious as they were able to finish each other's sentences and provide clarification when necessary. When Jack was answering questions, he tried to provide adequate context and had an air of reflection. When asked if he considers himself an emotional person, Jack relayed quite emphatically that he does consider himself emotional. Katie agreed with a sharp nod of her head. Jack was the more talkative while Katie was a little more reserved, at least in comparison to Jack; however, Jack did look to Katie for guidance or her opinion throughout the interview.

Hudson and Anna were also very comfortable with each other; however, Hudson seemed more at ease during the interview process. Anna was much more reserved at first and chose her words more carefully. As we talked more in between the interview sections, she relaxed a little more. When asked if

he considers himself emotional, Hudson agreed that he was and even though he tried to hide his emotions, they are more present. Anna seems like the quiet strength behind Hudson. Like Jack, Hudson wanted to answer the questions as honestly and authentically as possible. He also reflected on certain parts of his career and took a few moments to answer more sensitive questions. Hudson and Anna were candid when they discussed their struggles in the early years of their marriage, but that they came through stronger. They are both committed to their marriage and work hard to ensure they communicate with each other and grow together.

Randy and Sydney were the most direct in their answers. They, too, were very connected to each other and comfortable. Randy does not see himself as an emotional person, and Sydney agreed, that what you see is what you get. As a result, his answers are shorter and to the point. I had to dig a little more and once he gave an answer, he was not likely to elaborate. Sydney said she is probably the spirited of the two. Randy had a calmer demeanor, more of a quiet amicable presence. Randy also looked to Sydney to help with answers or remind him of experiences he had, and for support.

All three couples are different. I found it interesting the dynamics of the three and how each coach looked to his wife for quiet support even when discussing their views on teaching and coaching. Each wife appeared to be the backbone of the family as they take care of the kids, the house, and support their husband. It was important for me to remember that all three couples have their own experiences and stories. They are similar in the circumstances, but their experiences and emotions differ, as they should. Each person's experiences and reactions are unique, and even though I could empathize with some of their responses, they are distinctive. As we progress, I chose to weave their responses throughout each chapter. My goal was to incorporate their emotions, insight, and thoughts on threads I chose to incorporate into this dissertation. I wanted to include as much of the valuable feedback as I could, and I thought this was the best way. I will admit there are times when it was difficult to determine where the research fits best as some of it overlapped with other areas.

Each couple brings a different energy and dynamic to this research just as they bring to their classroom, sport, and family. It is exciting to see how different they are yet be able to see similarities.

There were moments that gave me goosebumps and moments that evoked teary eyes. I am excited to start the next chapter discussing their role in the classroom and how they experience, navigate, and regulate their emotions. Teaching is a stressful profession, especially these days, and the emotions involved are even weighty. I hope to be able to convey their emotions and transitions as they navigate their teaching responsibilities, coaching duties, and familial roles throughout the coming chapters.

INTERVIEW METHODOLOGY

Interviews were conducted through Google Meet to accommodate social distancing. I utilized audio recordings of the interviews with my cellular device. The participants were high school teachers who coach an athletic team and their spouses. The participants were asked specific questions as well as open-ended questions that allowed them to share their stories of lived experiences. I recorded the interviews and asked follow up questions if necessary. Once the interviews concluded, I listened to the interviews, transcribed what was said, and identified themes in the interviews. Specifically, the teacher participants were encouraged to describe their experience of transitioning from teaching to coaching and to home. The spousal participants also answered a series of questions that focused on the teacher/coach transitioning back into their homes and how those transitions impacted their family dynamic. The interview questions built upon my research question: What are the experiences and emotions high school coaches experience in the classroom, on the field or court, and within the family dynamic? After I completed interviews, I preread and precoded the interviews. Then I coded and formulated categories and themes, which focused on any commonalities and uniqueness in the emotions and experiences of my participants. I highlighted the words that I thought were important to the experiences and emotions of participants. I also highlighted the words by grouping. I paused inbetween interviews to examine the data for commonalities, themes, or categories. I avoided restricting myself while coding. I was mindful that similar words and emotions can be combined and more concise descriptions can be used later in the process. I allowed additional patterns and themes to emerge.

CHAPTER 2 AN EMOTIONAL LOOK AT THE COACH AS A TEACHER

PREVIEW

In this chapter, I will discuss the emotions involved in teaching and in the classroom, and the importance of authentic interaction with the students. I will also introduce a coping mechanism teachers utilize in the classroom called emotional regulation. This regulation allows teachers to examine and reflect on their emotions and temper the response to ensure their emotional response matches what is in the best interest of the student(s) and classroom. In addition to emotional regulation, I will touch on several emotions' teachers experience often to include fear, anxiety, frustration, and vulnerability, to name a few. Along with the emotional impact teachers feel in the classroom, it is important to acknowledge teacher identity and how it the role of teacher affects those that take it on. Finally, I will discuss how coaches handle role conflict in the school and classroom. There are several scholars that I draw upon throughout this chapter including Sonya Nieto (2005), Sam Intrator (2003), Jennifer Welborne (2005), William Ayers (2005), and Minna Uitto, Saara-Leena Kaunistao, Leena Syrjala, and Eila Estola (2015). Scattered throughout the chapter will be personal anecdotes as well as findings from the interviews with the coaches and how they view and handle their role as a teacher.

EMOTIONS IN THE CLASSROOM

Something is buzzing, or maybe vibrating? What is that? I look at my watch and frown, it reads 4:01 a.m. There is grumbling going through the room as my husband begins to stumble to the living room. I ask if everything is alright and he says he needs to make a quiz for his junior literature class. I am not even sure I finished hearing his response as I drifted off back to sleep. Around 5:30, I began getting ready for the day and he wandered in looking sleepy as he tiredly proclaims, he finished the quiz. I am sure my response was something along the lines of that is great or good job, but my thoughts were turning to the tasks before me. I looked at the time swiftly calculating how quickly I could get out of the house and how much I needed to get done before the students arrive. I am a little envious he got up to get a jump on his day because preparing the quiz was probably the easiest part of the day.

Just the word “teacher” can invoke up strong emotional reactions. Whether it is from their own past experiences or current experiences with their own child(ren), the educational system, and teachers by association, conjure strong opinions and emotions. As a result, teachers bear the brunt of the criticisms as we are the “boots on the ground” tasked with carrying out new policy and curriculum. Jennifer Nias (1989) expands on this when she writes, “The teacher as a person is held by many within the profession and outside it to be at the centre of not only the classroom but the educational process” (p. 202-203). As a result, we can be held accountable by society for decisions those far above us make simply for holding the title of teacher. My husband and I are both teachers at a local high school, I teach Cyber Security while he teaches English Literature and is the head baseball coach. When we are asked what we do for a living, and we share this, we tend to receive funny looks for a minute. Most of the time the looks will break into a smile; however, there are those rare instances where it is more pity or confusion. Almost every time we are asked to clarify if both of us teach, similar to individuals who ask if “all those children” are mine. Both interactions receive the same answers, yes. After a few more questions of clarification, sometimes, we are thanked and met with empathy or sympathy (it can be difficult to tell the difference). Other times we are met with additional pity and confusion. Some individuals get a faraway look in their eye like they are remembering their own educational experiences or, as I would like to believe, their favorite teacher. We can all recall our favorite and least favorite teachers and the reasons for the strong emotions usually did not have to do with content or instruction but how they treated us as students. Regardless of the interaction that lead to the conversation, being a teacher is met with strong reactions and emotions.

The word “teacher” is also met with strong emotion to those that carry it as well. It is a heavy word to those that wear it as part of their identity. While I actually prefer the word educator, the words mean the same thing and carry the same burden, I just like how it sounds. When I asked Jack, Hudson, and Randy which word they prefer to describe the profession, all three indicated they prefer teacher and coach; although, the reasons varied. Jack said he uses teacher and educator all the time, but he also said, “I try to be more of their life coach to start off” (Appendix B, 45-46). He went on to describe that while he teaches history content, what the kids remember is the life lessons you bring into the classroom. The

emotion that Jack experiences when he thinks of these words is pride. He states, “I am proud of what I do and how I do it” (Appendix B, 52). Although he is pleased with how his career is turning out, he does occasionally wonder how his life would differ if he chose another profession. Ultimately though, he enjoys what he does. Hudson stated he prefers teacher and coach, “I think a teacher and coach. I said coach because I think you are constantly teaching, we are learning from the kids just as much as they are learning from us” (Appendix C, 51-52). Hudson’s emotional reaction is caring as he believes a teacher should be somebody that cares about the students and wants to have a positive impact on their lives. Randy prefers coach, that is what the kids call him so that is what he thinks of when he hears the word teacher. The emotion Randy experiences when he hears the word coach is trust and his emotional response to this word runs deep. He explains, “...you want the kids to really buy in. You want them to see how hard to work and you want them to trust you” (Appendix D, 46-47).

In a separate conversation, I asked two of my fellow teachers what the word teacher means to them. The first was a bit taken aback by the questions and had to think for a moment and responded the word brought emotions that felt heavy and sad. This teacher also said that the realization of the emotions associated with the word teacher brought more sadness. The second responded that the word teacher brought feeling of scorned and misunderstanding. The second person stated that it was the best job nobody wants. When I asked for additional clarification, he provided the example that if you get a cavity, you do not blame the dentist, but if a student earns a bad grade on a test, the teacher is blamed. Why is a parent blaming a teacher when their child did not take the actions necessary to earn a good grade? Why is it always the teacher’s fault? The frustration and despair were evident in not only the tone of voice, but the body language as well. This teacher went on to state that educators are some of the most highly educated people, but also the most disrespected group. All of the emotions mentioned have negative implications. The pressure of teaching, all the responsibility that comes with it, is unknown to those that are not in the field and the constant criticism throughout the media and politicians does have direct consequences on how teachers are viewed and how we eventually view our role.

Teaching is a high stake, demanding profession. Sonya Nieto (2005) explains the multifaceted profession when she writes, “Given the precarious situation of public education today - a largely unsupportive public, unresponsive bureaucracies, and seemingly unending mandates – it is hard to romanticize teaching these days” (p. 168). There are few professions that are as taxing as educating youth. It is not a romantic profession as Nieto states, it is messy and emotional, especially when we watch the news slander our profession or when we receive another budget cut. It is a profession filled with pressure to meet test score expectations, notice emotional well-being, and ensuring standards are met. Teachers make more decisions in an eight-hour day than most other professionals, with the exception of those in the medical field, and it is exhausting. Teachers must be not only physically present in the classroom, but also emotionally and mentally as well. There are few instances during the day where teachers can escape for a moment and gather thoughts together or just take a deep breath. Every child that walks in the room needs something and it is our job to figure out what that is. In addition, teaching is full of pressure, political, social, and internal, to produce solid students. We are constantly under scrutiny to produce better test scores, provide constant remediation and reevaluation, evaluate their emotional and mental health, be on alert for any child that seems off that day, and provide a positive, safe learning environment. Teachers can see 90-160 students in a day resulting in endless emotional transitions.

Teaching is also a complex profession. In a society that attacks education and educators daily, it is a profession requiring thick skin and a desire to impart knowledge on future generations to the best of one’s ability. Because of the positive influence teachers can have on students, teachers come to school every day with a positive purpose. Jennifer Welborn (2005) in Sonya Nieto’s *Why We Teach* explains the impact teachers can have on students when she writes, “I still have the power to positively affect my students’ perceptions of themselves as capable and worthy people” (p. 17). I understand not everyone has that drive or desire, but I would like to believe that all teachers have one goal, to do the best possible job every day for every student in the classroom. Sam Intrator (2003) writes in his book *Tuned In and Fired Up*, “When our actions mesh with our vision of good and we leave a positive imprint on others, we feel noble and powerful” (p. 83). I believe teachers feel noble, and maybe powerful, in that they are in

command of the classroom and did something right. Whether it was a light bulb moment, a student finally understanding how to apply a concept to a practicality, or a life lesson finally clicking, teachers are constantly imparting knowledge on their students in ways they hope will be accepted by the students. Welborn (2005) explains the reason she became a teacher, “I teach because it gives me purpose. Teaching gives me a really good reason to get up and try my best everyday” (p. 17). I believe this is one of the main reasons’ teachers invest themselves in the profession. Having a purpose every day is important and when that purpose is positively impacting lives the enormity of our impact can be overwhelming. When teachers work tirelessly and are able to leave a positive mark on a student it is because they care about the student as a whole being, not just whether the subject content was successfully gleaned.

The emotional journey teachers embark on to reach students can be similar to a roller-coaster. The emotional range can be extreme. There can be elation and triumph followed by anger before you can blink your eye. Some emotions are loud while others are subtler. The range of emotions is not just academically driven, but personally and culturally driven. Leanne Fried, Caroline Mansfield, and Eva Dobozy (2015) explain in their article *Teacher Emotion Research: Introducing a Conceptual Model to Guide Future Research*, “The influences on emotions include: personal characteristics, appraisals, and social, cultural, and political factors” (p. 423). Fried, Mansfield, and Dobozy (2005) continue as they expand on personal characteristics to include, “...identity, beliefs, values, and personality traits” (p. 425). Developing personal identity as a teacher is a complex journey. We remember our own experiences as learners and revisit traits we appreciated in our own teachers in order to transition into the type of teacher we want to be. We also try to model characteristics or classroom management skills and ideas we observe our peers using as well as watching situations and interactions we want to steer away from. This is not something that is done overnight, it is an ongoing process that takes self-reflection and the awareness to revisit who we are becoming as well as having the courage to identify what aspects we need to continue to work on. We make mistakes and make bad judgement calls; however, reflection on the values and beliefs we have in the classroom guides teachers into further developing their identities.

Teacher identity is a complex topic and difficult to define. I feel it is an important topic to include as it is full of emotion and probably the most influential dynamic in our classrooms. There are various definitions for teacher identity, but the one I found most helpful is from Kathryn Obenchaing, Asta Balkute, Erin Vaughn, and Shannon White (2016) and they explain, "...teacher identity refers to an ongoing process of construction through professional life that includes social, personal, and professional experiences that happen every day" (p. 253). Through various interactions, our professional identity is developed through emotions that are derived from relationships and experiences. There is usually a connection between the two, but they are not mutually exclusive. We are constantly developing relationships and interacting with people that can have a direct emotional impact on shaping and reshaping our identity. We interact with students, parents, peer groups, and various administration departments including principals, counselors, and mental health advocates. The relationships we develop also has a direct impact on the students. The above groups are the stakeholders in their education, and we are not the only group of individuals to assist a student in their educational journey. As a result, all stakeholders must work to have a positive relationship with each other. As Minna Uitto, Saara-Leena Kaunistao, Leena Syrjala, and Eila Estola (2015) explain the importance of the interconnectedness of relationship building and teacher identity when they explain, "...various relationships may in fact form teacher identity. Besides the relationships that teachers have with their students, they are in a relationship with students' parents, their own colleagues, and the school administration" (p. 164). We hope every interaction with parents and administration is rewarding as this enables everyone to work together and feel supported, but that is not always the case. I recently received a very terse email from a parent that was demanding I remove a comment I made in our grading system concerning a project her child completed. The tone of the email made my skin boil. I understand tone can be subjective in an email; however, there was no mistaking the anger that was directed towards me. I recognized the need to step back and choose my response very carefully as I did not want to exacerbate the situation. I also decided it would be a good idea to check with an administrator regarding my response to ensure I would have their support. My response was direct, respectful, and without emotion. It is important for me to recognize that while I did

not agree with the approach, she was advocating for her child and I appreciate that. I did reflect on this interaction all day to question my response and how she would respond to me. I would be neglectful of my identity as a teacher to say it did not affect me and my identity because it did.

As I reflected upon my own teacher identity as well as what I learned through readings, I grew curious about how Jack, Hudson, and Randy viewed their identity. I believe this was a complex question for them as their teaching identity is so entwined in their coaching identity and I am not certain they distinguish between the two. I posed the question concerning teaching identity first, more specifically asking, if teaching is their identity. Jack stated, “it might be my identity” (Appendix B, 134). However, as Jack continued to discuss his identity, he referenced being a coach several times. He discusses being called Coach and it is part of his identity as that is what the kids call him and how he is viewed in public. However, when I ask about his coaching identity, he refers back to teaching. I am certain Jack views his identity as both coaching and teaching but leans to coaching as it takes the most time and he spends more time with the players he is coaching.

Hudson hopes his identity is equal parts coaching and teaching when he states, “I would hope that it is equal...I would strive for it to be equal...I think that people who are my family would probably say it is more wrapped up in the coaching part because they see how much that affects me outside of the classroom or away from the gym (Appendix C, 520-522). However, he does state that it might depend on who he is talking to. If he is talking to a parent of a student, his identity is that of a teacher, and the opposite is true, if he is talking to a player, this identity is that of a coach. Hudson is in a unique situation in that he teaches elementary school physical education and coaches high school girls at another high school. Because his two roles are physically separate, he may view his identity as equal. After interviewing Hudson, I do believe his identity is more closely aligned to coaching. Randy very quickly answered that his identity is that of a coach simply because of the amount of time coaching takes compared to teaching. Even though their identity is wrapped up on coaching, I also believe that they view themselves as coaches in the classroom, they view coaching as teaching and thus impossible to separate.

Part of our identity is wrapped up in the teachers and experiences students had before us while another part is a result of the culture of the school and system we are employed by and these can be intertwined. Aspects of the school culture are direct results of teacher experiences that have had an impact on the school either negatively or positively. Uitto, Kaunistao, Syrjala, and Estola (2015) remind us, “Teachers live in the middle of different collective stories about teachers, which inevitably form a significant part of their identity” (p. 164). Whether it is replacing a teacher that has moved on or having a student that had a bad experience with a previous teacher, these experiences connect us and have consequences on our identity. As the experiences and relationships grow, our identity evolves to include the emotional consequences of those experiences, both good and bad.

Emotions are also situationally and behaviorally driven as well as reactionary to student responses and emotions. Some of the emotion’s students experience from the teacher are not always planned. Here is a great example of unplanned emotion. I had a doctor’s appointment one Friday afternoon. I asked a colleague to cover my seventh period class in order to make to my appointment on time. This colleague also happens to be my husband, Gibbs I warned Gibbs that this was a spirited class as it consists of mostly freshman and sophomore boys, but I really did not anticipate any issues. Well, I was wrong. My class was unaware the reason for the appointment was due to an abnormal mammogram. When I called my husband, who was incredibly anxious, to relay the news that we have a reprieve for six months as it is undeterminable, my class was in chaos. All I thought was great, I will hear about this tonight. Sure enough, my husband comes home and details their behavior, right down to a young man running around the room with someone else’s shoe. What the fuck? All these emotions are running through my body like relief, fear, anxiety, and finally, anger. Fortunately, or so I thought, I have the weekend to get over this. However, when they walked into my classroom Monday afternoon, it was like fire to a gasoline doused pile of dry leaves in late November. I had not planned on lighting into them for behavior that was similar to third year eighth graders, but that is exactly what I did. I did not share with them the reason for the appointment, only that I should be able to leave this classroom in someone else’s care and not have to worry that they would embarrass both themselves and me. That example is obviously

louder and emotionally charged than the little high five I gave myself earlier in the day for a student complimenting the lesson plan, no one heard or saw the student complimenting the lesson; however, it was just as powerful. There are also times when the emotions are forced. Students know when you are authentic and when you are not. I had a student that badly needed positive affirmation that she was on the right path with an assignment. I will be honest, at that moment, I was not prepared to have that conversation and I did not want to. All I wanted to do was finish the massive pile of grading that sat in front of me before going home to parent my own three children. I thought briefly about asking to have this discussion tomorrow; however, the look of expectation and hope had me putting my pen down. I listened to her concerns and provided my feedback and encouragement. As she walked off, I was reminded that just because something is not important to me does not mean it is not important to someone else. Teachers are here to help, guide, and teach and that is what we must do.

I believe it is important to acknowledge the students. While I will not be focusing on the students, except to discuss the direct relationship between their actions and the teacher's emotional response, it is important to acknowledge their role. Students are changing and engaging with them can be complex. Some are like skittish deer, if you make eye contact, they bolt, while others are like yipping puppies wanting constant attention and affirmation, as well as everything in between. The individuals in our classrooms are growing up in a different environment than most of their teachers did. They are growing up in a technologically connected environment that keeps them connected with peer groups, family members, and society. The constant connection and stimulation are not always a good thing. Educators must navigate the emotional and academic needs of all the kids while trying to keep them engaged in lessons and learning opportunities. As Intrator (2003) reminds us, "Many students are weighted down by complex issues that deflect our best efforts and render us insignificant in some cases and demanding burdens in others" (p.3). I believe it is beneficial for educators to be aware of these issues, whether they are specific to one student, like abuse, or a more general issue like vaping. At the end of the day, students want to know we see them and are interested in their well-being. When educators acknowledge the concerns and struggles, we are able to begin building a relationship.

Teachers want to know their students. We want to know what motivates them, what triggers them, what their goals are, what style of learning works best, and what additional supports need to be provided. A period of observation is necessary to glean some understanding. William Ayers (2010) talks of the importance of knowing and seeing the student when he writes, “We need as full and realistic picture as possible of the child in motion – interacting, choosing, constructing, learning, responding, functioning” (p. 47). While we have 180 days with most students, we should not be presumptuous to believe we have a deep understanding of the student. Through our observations, though, we are able to deduce that each student is unique with different needs and experiences. Occasionally, however, we are caught by surprise. I have a student I will call Fred. Fred is a charismatic, good natured, solid student. I worked hard to develop a relationship with him and his peer group. They enjoyed teasing each other and joking around. I enjoyed interacting with them, even if I only rolled my eyes at their conversations. One morning, Fred had unidentified capsules filled with a cream-colored powder in his bag along with a bottle of Ibuprofen. This was against the Code of Conduct. In addition, when a peer yells out “Hey Mrs. Davis, look at Fred’s steroids” I have no alternative but to involve administration and let them handle the situation. The following day I explained my actions and why I did what I did, but he did not understand and did not want to understand. As I write this, I have lost that relationship with Fred and a few of his peers. I am not certain I will gain it back, but I am aware that the way I approach him in the future will be different than how I previously interacted with him. I had not anticipated his reaction to be so angry for so long, or that of his parents who have taken to emailing me in an unpleasant tone multiple times a week. It is a reminder that I really do not know how students will react and the unintended consequences of my actions. Ayers (2010) reminds us that teachers utilizing self-awareness is necessary as he writes, “Self-awareness and knowing students are both part of the intellectual challenge of teaching” (p. 50). Self-awareness and self-realization are difficult, but integral, necessities of teaching as we are constantly reevaluating our relationships and interactions with our students. In my opinion, this is one of the most difficult aspects emotional involvement in teaching. Even though I believe it is important to have a good relationship with the students, the above is a reminder that there always will be, and should be, a barrier.

While I am disappointed to lose the ease of interacting with Fred, my job is not to be his friend. I will admit I felt the emotional loss of the ease of the interaction because with that goes the ease of motivating the student to work hard and intellectually invest in the content. Again though, that is not my job. If Fred decides to allow his emotions towards me to distract him from his education, there is very little I can do to change that.

There are constant reminders that a teacher's job is to educate, but that does not negate the emotions. While I believe it is important to treat every student the same, with the same respect and consistency of interaction, at the end of the day, my job is to ensure their opportunity to learn. It is always a teacher's hope that the time we spend positively interacting with students will provide them with the understanding that we see and hear them. One way to continue developing the relationship with by allowing the students input into their instruction. While this might be more difficult in some areas like mathematics, I believe that in order to keep them engaged, teachers should ask their opinion and strive to incorporate activities that are engaging and enjoyable. The emotional contributions this can make are countless for both the student and teacher. This can instill goodwill, confidence, and a positive outlook in the teacher as well as similar emotions in the students. Ayers (2010) underscores this when he writes, "When teachers value their children's opinions and experiences, children begin to think more openly, and we begin to see them differently" (p. 55). This is particularly poignant because when teachers ask for input, listen, and implement, the students feel connected to their learning and it may increase the value of the content. Asking and listening also allows educators the opportunity to listen to how their students learn and integrate a variety of learning activities to try to ensure every student has various opportunities to learn through various styles.

Someone once told me that teaching is one of the only personality-based jobs, meaning anyone can deliver material but it is a teacher's ability to convey concern, care and interest while making content exciting. I am not sure I totally agree with that statement; however, I do believe authenticity and genuineness are a necessary ingredient to a successful classroom. Bob Ames (2005) believes this to be an important aspect of the classroom when he writes, "Teaching is based on trust, and when students see me

as a real person who genuinely wants them to succeed, strong bonds are formed” (p. 37). This takes time and patience as building a rapport is a tricky task. In order for students to trust teachers we must present our authentic selves. Eventually, the care and concern come through with time and a teacher/learner relationship is able to begin. If teachers pretend to be someone, or something, we are not, students are able to see through that and it builds resentment and distrust. This is not an environment conducive to a safe, positive learning atmosphere and very little educating takes place. Students come into a classroom with varying level of distrust or distain for teachers, school, and sometimes adults in general, becoming more imperative for teachers to be authentic. Biesta (2006) writes, “Trust is by its very nature without ground, because if one’s trust were grounded, that is, if one knew what was going to happen or how the person they put their trust in would act and respond, trust would not be needed” (p. 25). If we were able to foretell how people would treat us, trust, and the exercise of building it, would not be necessary. This would leave us in a sad state as humans, we would not be able to make true connections with others or allow the opportunity of a second chance.

It is precisely the opportunity to make connections, and second chances, that keeps teachers returning every year. While building connections and relationships with students is very rewarding, the effort that is involved in nurturing that along can be very stressful. The worry and concern for students can be overwhelming. It is great when we are able to high-five students for solving a problem correctly or performing well on an assessment; however, it is much more difficult to engage a student when they have experienced, or are experience, abuse, hungry, and/or homeless. As teachers, how do we navigate this? The thirty-minute professional learning meeting did not cover this in depth. Teachers have the added responsibility of not only listening to what is said, but what is not said as well, ensuring communication is open with parents/guardians, guidance, administrations, and community stakeholders like juvenile justice and family services.

In addition to ensuring the emotional needs of the student are met teachers must ensure their educational needs are met. We work to educate our youth in a very high stakes environment. Erin Rooney (2015) explains, “the current culture of high-stakes, test-based, accountability, aimed at improving student

outcomes, targets classroom instruction and alters what and how teachers teach” (p. 476). With accountability and scrutiny at a high, we are under the microscope to perform and churn out scholarly, college-ready young adults with a narrowing curriculum path and constant criticism that we are doing it wrong, it is not differentiated enough, and the rigor is too high or too low. I absolutely believe teachers should be accountable, but it should not be accompanied with such pressure that the stress out ways the passion for the profession. Rooney (2015) discusses the pressure teachers face as she writes, “...the high-stakes accountability climate, in which schools experience intense pressure to raise test scores, has resulted in a situation in which teachers are experiencing greater responsibility for their work but less control over how that work is conducted” (p. 478). Teachers are considered to be subject matter experts; however, teaching is one of the only professions that is dictated by individuals that have little experience in the classroom or those that have been removed from it for so long they forget what it is like. As a result, curriculum decisions and implementations are removed from their purview, and they are provided a narrow path to teach their content and obtain success.

As a result of the teaching demands, teachers live in emotional spaces. The emotions include, but are not limited to, anxiety, anger, disappointment, fear, frustration, sadness, and helplessness, and vulnerability. However, the analogous emotions are true as well, and, fortunately, much more powerful. These include excitement, joy, satisfaction, determination, elation, relief, commitment, and contentment. Many of these emotions can be experienced in a short amount of time while many can linger for a more extended period of time. As a result of all the emotions involved, the spaces in teachers demand regulation and constant evaluation. This is the point at which I am curious to know if coaches are able to compartmentalize their emotions better than regular teachers. Because they have extensive experience in hiding disappointment or curbing frustration, and anger, are they more able to keep a straight face and engage in techniques that provide them the ability to approach the student/athlete in a calmer manner? One thing I am certain of, though, is all teachers practice emotional regulation with varying degrees of success.

Regulation of emotion is not something I have given much thought to until recently, but believe it is imperative to classroom management. Sutton, Mudrey-Camino, and Knight (2009) discuss emotional regulation and its importance when they write, "...teachers practice emotion regulation because they believe it makes them more effective in management, discipline, and their relationship with student" (p. 130). I believe it is imperative that teachers not only regulate their emotions but understand where they originate from. While some are pretty easy to trace, there are others that may not be so easy. I also believe there is a direct relationship between the classroom learning environment, classroom management, and emotional regulation. I absolutely believe it is necessary to exhibit a calm demeanor when standing the face of a brewing storm, or full-blown tornado, in the classroom; however, I also believe students need to experience teacher anger, albeit a modified version, when the situation warrants. Sometimes there is no other way to gain student attention than a good, old fashion dressing down. Back to the incident when I lost my temper at my seventh period for misbehaving for a sub. As I initially stated I had not planned on lighting into them; however, I had already spoken with them two- or three-times regarding complaints about their behavior from other substitutes. I asked them to use good classroom behavior, probably tried to bribe them, and pleaded with them. None of that worked. One sunny day in January I had a substitute again and she was happy to report their behavior was exemplary. Maybe the verbal diatribe was not an optimal way to coax good behavior out of my ninth and tenth grade boys, but it worked. I will freely admit that I am more prone to letting a little anger through when reiterating behavior expectations for the umpteenth time to high school students as opposed to classroom disruptions during instruction time. In those instances, it is important to address it swiftly and privately without attention and personal humiliation.

Jack, Hudson, and Randy each had different views on how to utilize emotional regulation. Jack admits that he wears his emotions on his sleeve when necessary but tries to hold them tightly when he is aggravated. Jack's emotional regulation is dictated by the situation in the classroom. He states:

If I think it is a time when the kids need to see a soft side, then it is OK. If it is a time when they need to see a strong side, then it is going to be a strong side. That is part of the situation. (Appendix B, 126-128)

Jack expands when he talks about it being alright to let your softer side show. Sometimes students need to see a softer side in order to begin to build trust and know that it is alright for them to open up. Hudson shares that he believes his emotions are under the surface, but he is aware that his moods can be easy to read. Because he works with elementary school students, he is very aware that how he reacts to things have the potential to make an impact on the students when he states, “you don’t realize how many people are coming in contact with you and watching your every move” and he continues with, “If they see you doing something or the way you act...your body language...they are going to copy that” (Appendix C, 81-84). However, he also believes teachers cannot be perfect every time when he explains, “you can’t beat yourself up about it because none of us are perfect. As long as we know we are doing our best...you can’t beat yourself up because you are only one person” (Appendix 2, 153-155). Teaching is emotional and sometimes it is difficult to take a step back before you have an emotional reaction, but teachers are human. As long as you are doing the best you can, that is all teachers can do. Randy mentions that the emotions he feels in the classroom are different every day and they range from anger to satisfaction when he discusses, “They run the gamut from extreme excitement to see a child learn to positive...just...straight up anger whenever they misbehave” (Appendix D, 60-61). He believes he has become more even tempered as he has grown older and wiser. He takes a more personal approach to emotional regulation and addresses the students individually as opposed to a group setting. Even though Jack, Hudson, and Randy have different views and approaches, they do what they believe is best for their classroom.

Ultimately though, a classroom runs smoother when teachers practice emotional prevention/regulation and maintenance and are able to modulate negative emotions while capitalizing on positive ones. Sutton, Mudrey-Camino, and Knight (2009) expand on this by stating, “...teachers are much more confident that they can communicate their positive emotions than reduce their negative

emotions, and they use a variety of emotion regulation strategies, including preventative and reactive methods” (p. 130). Positive emotions not only lead to a better learning environment, but also a more consistent and stable relationship with the students. A positive environment also impacts how students view themselves. Jennifer Welborn (2005) encapsulates the importance of positivity in the classroom when she states, “... I still have the power to positively affect my students’ perceptions of themselves as capable and worthy people” (p. 17). A positive and consistent relationship that is able to demonstrate care and empathy can lead to greater effectiveness as an educator. The ability to use humor and goofiness to defuse a budding classroom disruption or bring students together through humor adds to the relationship as well as allows the students to get to know you a little without revealing emotional vulnerabilities. Students are always watching teachers, how they react and handle situations, and through positive interactions we are able to lead by example and experience.

Regulating emotions in the classroom is not the same for everyone. While I believe in a positive, enjoyable outlook (which is a direct result of truly enjoying my students and content), not all teachers feel the same. Many educators do not try to hide their negative emotions. I do believe it is incredibly careless to believe continuous negative emotions and vibes do not affect our students and our instruction. The result of negativity and volatility can result in students shutting us out rendering our instruction ineffective. In addition, if students resent us, certain situations will escalate. This is especially true during times of classroom disruption or we watch our classroom management skills disintegrate into chaos. Continued chaos not only leads to conflict with the student but can lead to continued conflict with the parents or guardians as well. This conflict triangle can have a detrimental effect of the student that not only affects their learning in that class but can lead to deterioration in confidence and lead to conflict with additional teachers. Eventually, classroom chaos will lead a teacher straight to the administration office to hopefully be addressed. I believe it is important to remember teachers are human and have bad days, but those bad days should not have significant impact on the classroom setting. When we maintain good report, we are able to recover and move on, if we have a poor report, hostility could erupt leading to

different consequences. Hopefully, a verbal reprimand is not the only tool in an educator's toolbox to regain control of the situation and move the class forward swiftly and seamlessly.

Emotional regulation in the classroom is important; however, it is also important to acknowledge difficult emotions teachers experience. Two other significant emotions teachers experience are fear and anxiety. Often these are intertwined, and it is difficult to not only tell them apart, but to determine where one ends and one begins. There are many reasons and situations that lead to fear being an under the surface emotion. I want to make the distinction that we live with fear, not in fear. Fear is a reminder of the high stakes we work with, the lives of children. We strive to educate children that can be unpredictable, make bad decisions, come from abusive homes, and/or have mental health issues. One of the constant fears is concern that we are not providing the students with what they need. We question if we are who they need us to be for them at any given moment in time. Each child is different, and each need is different, and those needs can change. With students coming in with lacking home lives the roles that teachers need to fill can be endless. Most learning takes place outside the classroom, students are with their friends and family far more than they are with me. As a result, life lessons need to be addressed as well when the opportunity presents itself.

Another fear teachers live with is losing a student. As I write this, I have lost four students, two to drug overdoses and one was murdered by another student I taught over drugs and money. I include him as he is serving a life sentence. This student was sixteen years old when he was charged with murder. While these four dominate my mind as lost, there are several more that are incarcerated for various amounts of time. Most of the charges are drug and/or gang related with varying charges in severity. I mourn all the students who have lost their lives in one form or another, and continue to think about them, wondering what they would be like if they grew into adulthood had they made different choices or if rehab had worked. It is a constant worry that I failed them somehow and what can I do different with another student. When I have spoken with other teachers about this in the past, there was often self-questioning to try to listen harder, observe differently, and fill in gaps that were missed. Losing students to addiction is tragic, but losing students to suicide is not only tragic, it is terrifying. In addition to fear for our kids, there

is a fear of our students. This is not an everyday fear but one that rears its head from time to time. This fear pops up to remind teachers to stay vigilant and involved. This fear is driven by school shootings, violent and/or unstable students, the occasional online manifesto, and constant police presence. Again, this is not a fear that is necessarily present every day, but when it is present, it is horrifying. There are different fears felt, but I believe these three are significant throughout the career of a teacher.

Another emotion that is intertwined with fear is anxiety. While anxiety can be present without fear, there is usually an underlying reason for both. Teaching is a high accountability profession. Very few professions are scrutinized with such intensity. This intensity comes from every direction to include students, parents, administrators, county level administrators, and society with state level and politicians adding to the fray. It is absolutely necessary we be held accountable; however, the bar continues to rise, and the diversity of learners continues to increase sometimes leaving teachers overwhelmed and anxious. The pressure to differentiate, modify, accommodate, remediate, and reassess is intimidating. This absolutely does not mean we do not want to meet the needs of every learner; it is because we want to meet these needs that we become anxious. The diversity of learners includes students on 504 plans for emotional, learning, and behavioral disorders that are not recognized under the current special education system, special education students with individualized educational plans, skill deficient learners (reading and comprehension might be lacking), gifted learners, and everyone in the middle. This can be a daunting task; however, daunting tasks can be motivating.

There is another emotion that affects teachers and it can either result from anxiety or cause additional anxiety. This complex emotion is frustration. This emotion is a significant emotion felt by the teacher because it can come from every direction. Rosemary Sutton (2007) attributes frustration to a variety of factors when she writes:

Frustration and anger arise from a number of sources related to thwarted goals including students' misbehavior and violation of rules, factors outside the classroom that make it difficult to teach well, uncooperative colleagues, and parents who do not follow appropriate behavior norms or are perceived as uncaring and irresponsible. (p. 1)

Sutton (2007) is able to capture every facet of teaching that can result in frustration. In most cases, those feelings are able to be managed and/or dealt with to allow the teacher to move on. However, in other cases, that frustration resides under the surface until it whatever is causing the frustration is dealt with. Teachers have a fairly high tolerance for frustration because it can eliminate from every corner of teaching. Most of the frustration results from areas we feel powerless in. When Randy discusses the emotions he feels in the classroom on a daily basis, he is quick to discuss frustration. His frustration is a result of bad student behavior in the classroom. When the behavior is bad enough to get administration involved, he does not feel as though they support him, and the student's behavior does not change. He is increasingly frustrated at the lack of accountability the schools are fostering in students. Jack mentions frustration as well. He attributes part of his frustration to lack of support he feels from the educational powerhouses when he says:

...the agitation that there's not a care in the world for some of these kids that we get and sometimes it even seems like the people outside our building who are supposed to, don't care as much about the education past as what it looks like in the public. (Appendix B, 68-70)

Jack's frustration is multifaceted. He is frustrated with what the perception of education is and the reality of what education actually is, the two perceptions do not match and the reality of what education actually is, is actually tremendously more complicated. He is also frustrated with the lack of autonomy in the classroom. He feels as though teachers are losing the ability to plan creative lessons that incorporates various levels of learning to and are being forced to use a mold to teach to the middle of the class. He is emphatic that does not work as now we are sacrificing the top and bottom students. He explains that teaching to the top half with creative and innovative lessons pulls bottom up because they become interested in the learning. Feeling frustrated a significant part of the time can leave a teacher emotionally drained, tired, and anxious. The resulting increase in anxiety can also leave teachers feeling vulnerable.

Vulnerability is one emotion, or state, that is also present in teaching. When I think of vulnerability, I think of making myself emotionally available to the students. Truthfully, this makes me

nervous. I understand that building a relationship requires emotional availability, but it is also something that can be used against me. I also understand that a great deal of learning takes place in this vulnerable place. When I open up to them, they open up to me not only does the relationship strengthen, but that is when real learning takes place for both the students and me. When I first started teaching, I used a great deal of humor to work through feeling vulnerable; however, humor is not always the appropriate emotion to go with. Over time, I realized the value of being my authentic self with the students, I could reach them on a deeper level and help them through different situations. I constantly remind myself to read the emotion(s) the student is presenting to me to ensure I react in kind. It is personal choice when we expose vulnerabilities to our students, but it opens us up to hurt feeling if something goes awry like a lesson being criticized or a callous comment stings my feelings. However, more important than hurt feelings, at least on my part, are the lessons that can be learned. Students can glean lessons from our interactions like strength, resilience, empathy, and kindness. These interactions can lead to a learning space where they are comfortable to make mistakes and take risks.

Geert Kelchtermans (2009) describes three different types of vulnerability teachers are presented with and must learn to navigate with the first one being, "...the fact that teachers are not in full control of the conditions they have to work in (regulations, quality control systems, policy demands)" (p. 265). This includes not only the environment in which we work, but the political and institutional framework that is pre-prescribed. Education is structured in a way where teachers are at the bottom of the hierarchy. There are many, many levels of power above us leading to a vulnerability that has the potential of putting our employment at risk. Maxine Greene (1978) comments on this hierarchy in her book *Landscape of Learning*:

...we scarcely notice that there is a hierarchy or authority; we are so accustomed to it, we forget that it is man-made. Classroom teachers, assigned a relatively low place in the hierarchy, share a way of seeing and talking about it. (p. 44)

The power vacuum encourages us to keep our head down, accept what is coming from above, and function not only within the power structure but blindly acquiesce to the constructs that are in place. This

can be even more stressful for coaches. Because of the nature of coaching, any and every decision begins and ends with the head coach. This is a difficult situation for high school coaches to be in because they do not hold the same authority as administrators and do not have the same protections. Coaches are generally forced to pay attention to which way their political reputation swings as they are on the front lines with county administrators when parents complain as well as their own administrators. In some ways coaches are more visible and publicly recognized than school administrators and, as a result, function in a unique space high accountability and reputation and questionable protection. They are regularly put in situations that demand justification for decisions they make whether it is placing an athlete on suspension for breaking a team rule or affording playing time to a younger player over an older player. Even though a coach may not be called to justify every decision, the justification is always ready if called upon. This vulnerability keeps my husband on his toes. He is aware that he can be called to justify a decision to a room full of parents, administrators, and county administrators. This vulnerability can quickly turn into fear and anxiety if coaches do not take steps to protect themselves. That protection includes keeping the lines of communication close between parents and administrators open and striving to ensure the s/he is running the team in a manner that is in the best interest of the athletes and the team as a whole.

The second vulnerability Kelchtermans (2009) refers to is, "...the experience that teachers can, only to a very limited degree, prove their effectiveness by claiming that pupils' results directly follow from their actions" (p. 266). I believe this has a tremendous impact on teacher vulnerability that can lead to additional anxiety. Teachers are constantly measured by the results of their students. This can be a difficult pill to swallow as the results may not indicate the effectiveness of a teacher. There are personal factors that can be directly attributed to poor testing and performance. These factors include lack of motivation and effort and lack of familial support and structure. Family structure and support includes everything from homelessness to abuse to lack of financial stability for food and electricity and everything in between. It is a difficult position to judge a teacher's effectiveness in the classroom when we do not have control over the experiences of the student. As the students grow into young adults, teachers are usually not around to see the outcomes of their teaching. Putting teachers in a position of

accountability by a test leads to frustration and can impact motivation. It is a difficult internal battle to fight to teach the students what they need both instructionally and personally or teach to the test and ignore the additional learning opportunities that present themselves.

The third vulnerability Kelchtermans (2009) brings attention to is, “teachers cannot but make dozens of decisions about when and how to act in order to support students’ development and learning, but they don’t have a firm ground to base their decisions on” (p. 266). Teachers make a tremendous amount of decisions in a day. The decisions are not just instructionally based but include the care and well-being of the student as well. This can be a daunting undertaking as questions are fired at you from every direction and include everything from what page are we on to going to the office to when is an assignment due to asking what I ate for dinner the night before. By the end of the day my ears ring from all the questions from filtering out the noise and the important questions from the ordinary ones. Not all decisions we make are tremendously impactful, but a great deal of them are and we must be able to justify why we made that decision. I was observed a few weeks ago and I decided to have the students partake in a lab that day. The lab was not specifically spelled out in the curriculum standards, but there were several standards it aligned with. In addition, I did not place stringent guidelines on this lab, it allowed for a great deal of differentiation with them selecting the exercises they wanted to complete. This allowed all learners to select the labs they believed they could complete. Most students choose to challenge themselves, but others did choose to complete the easier exercises in order to finish quickly. After that class, which I thought went great, and the observation, I was asked why I choose that lab to complete. I was happy to explain but was a little nervous that my answer would not be adequate. I knew the lab was a good learning experience and it engaged them in the overarching lesson, but my administrator did not know that. By allowing the students to explore on their own the students were more open to the learning that was taking place. This lab also placed me on the sidelines of their learning, and they were more than happy to explain to me what they learned, they took pride in teaching me. Teachers are placed in a position that everything we do can be questioned and challenged. Therefore, it is imperative that we act

with professionalism and ensure our classrooms are structured to ensure learning and care are at the forefront.

Coaches are also placed in a similar position. They must have a reason for the decisions they make. They make more decisions in a day than teachers because their day is longer interacting with athletes, other coaches, and parents. In addition to making decisions for what is best for the individual player, they must examine if those decisions are what is best for the entire team. For the most part, those decisions usually line up, it is best for an individual it is best for the team, but there are those rare occasions where they contradict each other. When the season rolls around and tryouts are looming, Gibbs must pull his rubric together. Each player is provided a rubric that will determine whether they make the team. This rubric includes everything from consistency of throws to successful at bats; however, it also has limited guidelines for coachability. An un-coachable player can have a tremendous impact on the team. The rubric does not consider the mental health of an athlete either. Gibbs was recently put in the position of having a student tryout that was academically ineligible with significant mental health issues. For historical context, this athlete was removed from the team the prior year due to un-sportsman like conduct while the team was playing away at Effingham County. This athlete unleashed a profanity laced tirade while leaving the field addressing both coaching staffs with inappropriate verbiage. Prior to this display of profanity, this athlete would cry in the dugout if he struck out, if he missed a ground ball, if he did not feel he was afforded the playing time he deserved, or anything else that triggered him. There was increasing concern for his mental health and getting him the help, he desperately needed, especially after his parents shared that he has a notebook full of names of people that hurt his feelings. As a result of his display of un-sportsman like conduct, Gibbs asked for his uniform, removed him from the team, and recommended a mental health check with the school's wrap-around services program. He never received any mental health counseling. Fast forward a year, and this same athlete wants to tryout again except now he is academically ineligible as he failed two classes in the fall semester. Georgia High School Athletics policy (GHSA) states that student-athletes cannot fail two or more classes. This individual failed two. GHSA policy also says that students that fail two or more classes can remediate those classes within the

first fifteen days of the spring semester in order to be considered for eligibility. Once the student finishes the class, a form is submitted and GHSA approves or denies the remediation. Our county has not followed this policy in twenty years. We have never allowed athletes the opportunity to remediate failed classes for athletic purposes. Until this year with this student. In this case, the student was caught cheating twice in order to pass. Our school system chose not to punish him for this dishonesty. As a result, he was eligible to try out for baseball. The question Gibbs continued to ask his administration is how is this allowed to happen? Now, because there were never any consequences to the student, he was placed in a position to provide this athlete with an opportunity to try out and be a part of the team. It placed him in a terrible position because he knows there will be an issue as the student is once again failing two courses, several of his team members have expressed concern over having him on the team, and the athlete has the potential to do harm to others and himself. Gibbs was in a no-win position with having to justify his decisions to administration, parents, and his team. In addition, he is in a high-profile position with county administrators weighing in that plays on the vulnerability of his love of the coaching. At every turn, Gibbs's decisions were questioned. This is not a unique situation to coaching. All coaches are placed in vulnerable situations based on decision disagreements or having a bad season. While I believe teachers can be judged harshly, the profile for a teacher ebbs and flows with parental and student concerns. We might be in the hot seat for a few days, but coaches maintain a high profile all the time resulting in constant self-preservation to protect their vulnerabilities. With the growing visibility on high school athletics, the vulnerabilities of coaches are increasingly exposed and manipulated.

Coaches can be put in situations that leave them open to additional scrutiny when leadership refuses to act on a student. In the above example of the student-athlete participating in academic dishonesty, neither the county or school leadership held him accountable for this action. As a result of their inaction, Gibbs was forced to allow him the opportunity to "try out" for the baseball team, knowing he was being forced to keep him. Before allowing this individual to step on the field, Gibbs had a meeting with his administration to express his concerns. He explained his two reasons with the first being the cheating, but it was actually the second reason that left him vulnerable and feeling manipulated. This

student was previously removed from the team for un-sportsman like conduct and mental instability. This student had a notebook that contained the names of students, faculty, and staff, that he felt had wronged him in some fashion, a hit-list of sorts. This was brought to the attention of administration and the response was that nothing could be done until he acted on it. Gibbs fully understood that if something happened on the baseball field, or to any player, he was the one that would be held responsible. His name was the one that would be attached to allowing this individual on the field, he was the fall guy if anything happened. He felt manipulated into allowing this person on the team and the situation itself left him, and his family, vulnerable if anything did happen. This situation, or the result of it, will never have an outcome as COVID closed the schools before the season really started.

While, we as teachers, work to regulate and contend with our emotions, it is interesting how coaches feel throughout the day in their classroom. Coaches have the added stress of keeping us with their players both in the classroom and on the field. Included in that stress are parents, grades, attendance, discipline, playing time, mental health, injuries, field maintenance, and general coaching duties. They handle the emotions differently. I noticed that my husband is more upbeat in the classroom than on the field. He tends to use more surface emotions in the classroom. When I use the term surface emotion, I am talking about emotion that is genuine, but more exaggerated. He works diligently to help those that want it and moving on from students that are continually not putting forth effort or work to engage in their learning. He is invested in his students that have a desire to work hard and respond to his guidance; however, after a few times of reaching out and he is not met with a willingness to work, he will move on. His emotional displays are reserved for those that he feels are wasting his time and are rude. Lee, Chelladurai, and Kang (2018) provide insight into how coaches see their emotional perception when they explain, "...friendliness and cheerfulness were more required in teaching than coaching. On the other side, negative emotional displays were perceived to be more required in coaching than teaching (p. 952). They went on to state coaches "...utilized more surface acting when teaching and employed more genuine expression when coaching" (p. 952).

Teaching and coaching might use similar skillsets on the field and in the classroom, some instruction is strikingly similar like instructing how to field a ground ball properly and how to use a semicolon correctly, while other aspects are incredibly different. Ye Hoon Lee, Packianathan Chelladurai, and Chanho Kang (2018) explain in more detail:

Although some similarities do exist between both roles, the roles of teachers and coaches are not considered identical, as differences between the two tasks exist in terms of occupational goals and objectives, group and task characteristics, skill sets and abilities, responsibilities, reward systems and relative status in the two instructional settings. (p. 955)

I believe it is reasonable to assume that based on the situation in their classroom, coaches may utilize tactics they generally reserve for the field. This might include showing genuine frustration or anger in order to express the importance of behavior or a correction in that behavior. The contrary would be true as well. If there is a player struggling with a task, the coach may take on the demeanor s/he uses in the classroom to motivate, but more of a surface encouragement and not let genuine emotion through, especially if the emotion is leaning towards the negative side.

There is a difference in emotional freedom between the classroom and the field. Coaches have additional authority within their respective teams that leads to a more relaxed environment where they are able to express emotion more freely. They set the rules for the players, the expectations, and, ultimately, the culture of the program. Even though the rules and culture of the school are expected to be adhered to, coaches are able to add to that culture in a way that benefits their team and players. Coaches also have additional authority over their athletes. It is because of this additional authority that coaches may feel freer when they are on the field or court. This freedom can result in a more comfortable feeling to share and show genuine emotions as opposed to suppressing and/or regulating their emotions. One reason for feeling freer for emotional expression is explained by Lee, Chelladurai, and Kang (2018), “Furthermore, they may perform more genuine expressions when coaching because the athletes they are coaching are highly motivated and are part of the team voluntarily” (p. 967). I believe there is significant truth to this.

However, when they are in the classroom, they may feel it necessary to suppress their emotions in order to conform to expectations set forth by school culture and the administration. This can be a hard transition for coaches to make as they are constantly evaluating which emotions are correct for each situation. This can be exhausting as it is draining to have an emotional pendulum swing constantly.

The emotions in teaching are overwhelming and exhausting, both the positive and negative. Each emotion comes with intended and unintended consequences and, sometimes, we do not see those until sometime later. It is our job to learn to navigate those transitions as seamlessly as possible and sometimes we are more successful than other times. Our job is to educate and teach the children in our care not only the content, but to be good humans as well. The relationships we develop with them will, hopefully, encourage learning. John Dewey (1916/2016) believes, "Simple scholarship is not enough" (p. 238). Dewey (1916/2016) firmly believes that teachers must forge a connection in order for learning to truly transpire when he writes, "...unless the instructor's habitual attitude is one of concern with its interplay in the pupil's own experience" (p. 238). It is imperative for teachers and coaches to have connection and balance with their students in order to facilitate learning. This takes time. Teachers and coaches must learn how to make the emotional transitions through experience and time. New teachers come in and make mistakes that veteran teachers have already made and learned from. As experience in the classroom grows, teacher's acceptance of emotional transitions and vulnerability becomes second nature. Through personal growth and reflection, we are able to balance our emotions and regulate them in order to provide learning opportunities for our students. That is not to say we do not mess up from time to time, we are human, but, again, through self-awareness and reflection, we are also learning from every new experience and our ability to share that with the students is what makes teaching great.

CHAPTER 3

AN EXAMINATION OF THE COACH ON THE FIELD

PREVIEW

This chapter focuses on the coach on the field or court. I will introduce the theory of play and its importance in the learning landscape of Curriculum Studies. This theory will discuss how physical play, music, and art encourages and enriches learning. This chapter also includes the emotions and passion coaches tap into to build relationships with their player and motivate them to find their own passion. As coaches take on different roles, they become entangled in interrole conflict. This conflict plays a significant part in the emotional spaces of coaching as it can heighten the emotions and their responses. The scholars I relied upon in this chapter include Immanuel Kant (1908/2015), Frederick Jung (1828), Frederick Schiller (1795/2016), Paul Wright and David Walsh (2015), John Dewey (1916/2016), Michael Coffino (2018), and Michael Miragliuolo (2014). Lastly, I incorporated personal reflections and feedback from the participants, Jack, Hudson, and Randy.

THE IMPORTANCE OF PLAY

Just as there are emotions and transitions in the classroom, there are similar transition to the athletic field. For many coaches there are experiences and memories involved that take them back to their own playing days. There are very few coaches that are coaching a sport they have little experience in or no emotional connection with. For most, the memories, success, feeling of accomplishment, and life lessons are all intertwined in the reasons they chose to coach. I shared a story once with my husband about a smell I equate with my days on the softball field. When I was young, and even to this day, I equate the smell of secondhand cigarette smoke and dirt with playing softball. My parents did not smoke so the only time I was exposed to this smell was at the ball field where I ultimately would become covered in dirt. Sometimes when I smell that smoke it will take me back to the memory of running the bases or buying a piece of Pal gum after a game. Because of the strength of the memories, and the emotions intertwined with those memories, I believe it is safe to say that the emotions involved on the field of play are more intense than those experienced in the classroom. It is not just the playing of a sport,

but the friendships and comradery, the struggles, and the life lessons that are experienced and learned.

Because of the dynamics of coaching and emotions, I feel it is important to not only to recognize those emotions do connect back to teaching, but they also connect through physical and mental play.

Play is an important aspect of our lives. We all enjoy a good game and good time. Whether it is an athletic event or a walk through an art gallery, we relish our down time and the opportunity to partake in activities that bring us joy and contentment. It is vital to recognize what we learn through play from a young age and well into adulthood. As we grow, mentally, physically, and emotionally, it can be difficult to remember the happiness we felt when we were younger running through a stream or riding bikes down the biggest hill we could find. So much more is learned through play than how to share or how to interact with others and, while those are important lessons, we have just as much to learn from play as we grow into adulthood. In this chapter, I feel it is important to begin with a look at how instrumental physical and mental play is in learning and how it affects our emotions. To clarify, when I discuss mental play, I am referring to the arts including music. Even though the focus of this dissertation is on the emotions of coaches, it is important to note that the arts has a tremendous impact on our emotions and it is just as influential on our growth and development as physical play. In order to gain an understanding of the impact of play we must pay attention to the scholars that came before us.

There are many connections between athletics and learning that contribute to education. I feel I would be remiss if I did not begin with a historical look at how play impacts learning and the development of emotions. Immanuel Kant (1908/2015) first introduced the theory of play in education as he believed this type of instruction was fundamental to raising children and improving the human race. Kant (1908/2015) theorized there are four areas that are necessary for a well-rounded education: discipline, culture, civilization, and moralization (p. 123). Athletics contributes to each of these areas in some form or fashion as parents, coaches, and fellow players work together to achieve their goals. Kant (1908/2015) recognized the importance of play, the lessons, and the positivity it brings to education as well as enriching the mind and overall health and wellbeing when he states, “Running is a health movement and strengthens the body. Leaping, lifting, carrying, hurling, throwing at the mark, wrestling,

racing and all such exercises are excellent” (p. 160). In addition to Kant (1908/2015), Friedrich Jahn (1828) recognizes the importance of play through gymnastics in his writings *A Treatise on Gymnastics* (1828). Jahn (1828) believes it is imperative that students include play in their day when he writes, “As long as man has a body, it is his duty to take care of, to cultivate it, as well as his mind, and consequently gymnastic exercises should form an essential part of education” (p. 149). Jahn (1828) believes physical activity should be in all schools around the world; although he acknowledges this will look different in each location based on characteristics like climate, geographical surroundings, and governmental structure, he believes “...the essence remains the same, culture of the body” (p. 149). Physical play allows the body and mind to work together to increase fine motor skills like hand-eye coordination. It allows for the development of skills that are necessary to learn how to grasp a pencil, cut with scissors, and manipulate objects. Those same skills will eventually lead to the ability to hit a baseball, smash a hockey puck, or dribble a basketball.

The physicality of play is imperative to developing a healthy body. One of the benefits of physical labor is its ability to clear the mind of noise and clutter. Sometimes we fill our minds with needless thoughts that lead to needless emotions. The exertion of this energy also becomes an outlet for emotional and mental stress. There are times when I get into my own head, I begin thinking of all the things I cannot fix or become overwhelmed by all that needs to be accomplished; however, I tend to think better when I am exercising. I can focus on one problem or thought and begin to think it through. Thus, keeping a healthy body can contribute to a healthy mind and emotional balance.

Even before Kant (1908/2015) and Jahn (1828), there was Plato. Plato discusses play through music, art, and gymnastics. He believes learning brings one out of darkness and into the light, the more someone learns and understands, the more one comes from becoming into being. In order to come out of the darkness, there must be a balance between, art/music, play, and learning. If there is only physical play, the body might thrive, but the mind will decay. In order for there to be balance music and art must be included in learning as it eventually becomes intertwined with the soul. Music/art provide harmony and rhythm that can be used in play. Friedrich Schiller (1795/2016) supports this through his thoughts in his

writing, *On the Aesthetic Education of Man*, when he discusses play through art. Schiller (1795/2016) explains, "...beauty is neither extended to the entire domain of the living, nor restricted only to this domain" (p. 53). Beauty is found in learning and in living and I believe the two are intertwined. There is learning in play and play in life and the reverse is true as well, there is life in play and learning in life. Play brings people to life with laughter and emotions and there is beauty in that. He goes on to say, "man should *only play* with beauty, and he should play *only with beauty*" (p.56). I believe Schiller (1795/2016) is explaining that beauty is found in play and through beauty there is learning. Play through gymnastics, art, and music must be incorporated into academic learning in order to be able to develop and engage in higher level thinking.

As I mentioned above, physical play not only makes the body stronger, but it strengthens the mind as well. Through play, children learn how to interact with each other through cooperative play using their imagination and building on new ideas. Children also learn that everyone has a role to play with interacting with each other. Each child has strengths and weaknesses that can be complimented and utilized in order to complete an imaginative game or task. Kant (1908/2015) describes the game of blindman's buff, a game that includes blindfolding one person and listening to each sense in order to successfully complete whatever the goal is. For this game to be successfully completed, not only does the blindman need to pay attention to his senses, but he must listen to the directions his/her friends are providing. Through imaginative play and working together, children are able to come together as informal teams that lead to a greater goal, in this case it might be finding their way out of a forest. The skills are learned and built upon and children are eventually ready to participate in organized play. This type of play can be adapted to include art and music as well.

In today's educational landscape, physical education as part of the curriculum is in constant jeopardy. There is constant argument to remove this from the curriculum because it is not considered a core class; however, the counter argument for currently leaving it in is combatting childhood obesity. Gone are the days when this class is viewed as a time of fun and play, running off energy while learning to play with classmates, developing relationships with each other, and learning about different sports that

could lead to a lifelong appreciation of those skills. Now, it is a class that must justify its existence through social concerns. Paul Wright and David Walsh (2015) explain, “With academic achievement on one side and obesity prevention on the other, the value of PE is seen by many outside the field in terms of how it contributes to other desired outcomes” (p. 72). Physical education has turned into a political volleyball that continues to go back and forth between politicians and educators. Regardless of the political battles behind the scenes, physical education continues to have an important role to serve the needs of students. As the role of this class evolves, what remains is the ability to engage students in different activities with each other that they may not be exposed to otherwise. Through this exposure, students are not only able to develop the early skills to continue with a sport if they choose, but to eventually develop leadership skills, work ethic, and self-discipline.

Much like Kant (1908/2015), John Dewey (1916/2016) discusses the importance of music, art, and physical education. Dewey (1916/2016) agrees that play is important throughout the school day, but for a different reason as he believes it relieves the boredom of sitting still and monotony in the classroom. Dewey (1916/2016), in *Democracy of Education*, explains, “Experience has shown that when children have a chance at physical activities which bring their natural impulses into play, going to school is a joy, management is less of a burden, and learning is easier” (p. 111). I believe this to be true as students look forward to the play of physical education class and recess as well as the team sports, they participate in. Many students find the classroom tedious, boring, and monotonous. They are not necessarily engaged in the material but must perform in the classroom in order to participate in play, and for high school students this includes after-school activities. There are many high school students that are only motivated to do well in school so they can get to the football or baseball field, marching band practice, or art club. Their love of the extracurricular activities is heightened by their tolerance of the classroom.

In addition to physical play, Dewey (1916/2016) describes the importance of art and music as areas of play when he states, “Study of mental life has made evident the fundamental worth of native tendencies to explore, to manipulate tools and materials, to construct, to give expression to joyous emotion, etc” (p. 111). For many students, art and music bring as much joy and engagement as physical

education. Even though not every student is drawn to all three, all are equally important to explore and utilize as tools in the classroom. One of the benefits these classes provide is to break up the monotony of traditional subjects like English and Math. They provide a time of enjoyment and relief as the students are able to partake in activities that bring them joy. In addition to adding breaks to traditional classes, they can be used as learning tools by incorporating different versions of play in the lesson. Dewey (1916/2016) additionally advocated for music, art, and physical play by stating “Sometimes, perhaps, play, games, and constructive occupations are resorted to for only these reasons, with emphasis from the tedium and strain of “regular” school work” (p. 111). By providing students the opportunity to look forward to an activity, the students are able to burn energy and relieve stress. This helps to increase student engagement when learning more difficult concepts or subjects.

Play, whether artistic, musical, or physical, teaches different skills and lessons. Art teaches fine motor skills, appreciation for talent and beautiful pieces, it teaches attention to detail. Art teaches it is alright to color outside the lines, being original is beautiful and admirable by itself. Art teaches the beauty in color, in both the organized, structured pieces and the abstract pieces. Art can free you from the fear of messing a picture up, of not seeing the beauty in what is around you. Art allows for the opportunity to start over, to walk away if frustration boils over, but to come back and restart. Music is similar and just as freeing. Composing original pieces by stringing various notes together allows for the beauty of each note to be heard and felt. While the process of achieving the desired result for both artists and musicians can be a frustratingly long process, it is also liberating. Thankfully, as the musical notes come alive, the sounds allow people to get lost in the moment, to reconnect with the harmony within themselves. Both art and music allow the soul to become open to noticing what you are seeing and hearing. These artistic forms allow people the freedom to express thoughts and emotions without the fear of judgement or incorrect interpretation. Art and music allow individualism to shine through, each piece as distinct as its creator. This individualism is what makes each of us unique.

CONNECTION TO PLAY FOR COACHES AND ATHLETES

There is beautiful artistry in athletics. There is beauty in the way hockey players glide down the ice with grace and ease or basketball players bound down the court, passing the ball effortlessly to each other for what will appear to be an easy layup. To spectators, it probably looks like a hockey or basketball game, but to the players and coaches, it is pure beauty. There is also a cadence to each sport, much like that of a drum line. There is a rhythm to a pitcher preparing to hurl the ball across the dish or a volleyball player preparing to serve the ball over the net with gusto. Each sport has its own artistry and cadence that ebbs and flows with the direction and play of the game. All three areas, art, music, and play are necessary for a well-rounded individual. However, I will focus on the power of play and the potential impact through athletics, more specifically high school athletics, and the emotional journey of coaches. It may not always look like play, in fact, sometimes it can feel like the exact opposite of play and more like work or a job. But at the end of the day, learning lessons, both skill and life lessons, through athletics is learning through play. Even though the coach's job is to teach the players various lessons through play, they too are learning through play. Good coaches do not stop learning from the game, their players, or each other. They are constantly reflecting on what they have learned, what they need to teach to their players, and even what they need to change in order to be a better coach.

Athletes learn a great deal more than how to throw a ball or run a slant pattern throughout their athletic career. While some careers last only a few years and others may last significantly longer, the lessons learned during this time last a lifetime. Michael Coffino (2018) emphasizes the importance of high school athletics and the lessons the athletes are exposed through play when he writes, "At the core, high school sports are an interactive immersion that uniquely prepares student-athletes for adult life and an ideal platform to prepare young women and men for what awaits them after they put away their school books" (p. 1). The opportunities for learning that are presented to high school athletes have the potential to lay foundational groundwork for person they will become, and coaches bear a tremendous responsibility in laying that groundwork. High school athletics exceeds the lessons that are available in the classroom in many aspects. In the classroom setting the students are bound by the constraints of the lesson and the rules within the space. I am not saying instruction is not effective at teaching life lessons,

but they are focused on the instructional content and if a teacher can relate that back to a life skill or lesson. The classroom is a fairly static atmosphere while athletic play is a dynamic atmosphere with constant motion, interaction, and reinforcement of skills. Within the stationary atmosphere of the classroom students may have their cell phones out, fall asleep, or daydream the class away. While in the energetic setting of the field, there are no cell phones out, sleeping during practice or games is not even considered, and lack of engagement causes mistakes and errors. None of these actions are accepted by coaches or teammates. Every athlete is seen by the coaching staff and teammates and every verbal and nonverbal communication is felt. The skills and abilities they will develop through this continuous atmosphere will assist them in the transition into the world they enter upon graduation.

The skills that are learned through participation in various sports can be vast. There are a great many lessons learned through evolving as an athlete and in the atmosphere of competitive play. The lessons and characteristics gleaned through years of play and time spent with coaches and teammates is not always evident. It may not be until much later in life that an athlete can look back at their high school experiences and acknowledge the lessons learned during those years and how those lessons learned through playing have impacted their lives and how they have been utilized. Some of the most important lessons include, but are not limited to, the value of goal setting, leadership, a sense of community, and character development. These are obviously not the only skills learned as there are thousands of microlessons learned with each, but these are a few of the characteristics I believe to be the most utilized as student-athletes move through adulthood.

Coaches bear a tremendous amount of responsibility when guiding a team. Their athletes are young and impressionable. While their main job is to provide their athletes opportunities to better their skills through play and practice, they must also remember that they are children growing into young adults. In order for a coach to be successful on and off the field, coaches need to remember a few things about their players. Michael Miragliuolo (2014) explains a few factors in his book, *The Real Story of a High School Coach*. Miragliuolo (2014) explains coaches must remember their students have a life outside of their sport (p. 19). Just as coaches have different responsibilities, so do their students. While it

looks different, it is just as important for the athlete's responsibilities to be acknowledged. This understanding leads to what I believe is the most important factor in both teaching and coaching, and Mirgioulo (2014) this well when he writes, "Athletes are more likely to give all they have if they believe a coach cares about them. If they know they are in it together, they can accomplish amazing things" (p. 19). Athletes, and students for that matter, can feel when someone truly cares about them, cares about their circumstances and/or what is going on in their life. Coaches are teaching their athletes what a healthy, positive relationship looks like. In addition, athletes work hard for their coaches when they see their coaches working hard for them. This is part of the relationship built by coaches with their players and by fostering this relationship through hard work and trust, athletes work hard for their teammates and coaches.

As mentioned above, there are several attributes coaches are able to further ingrain in their athletes to include goal setting, leadership, a sense of community, the ability to cope with failure and conflict resolution. It is important to discuss some of the lesson's athletes are exposed to as it begins to shed light on the fact that coaches do more than shape skills, their impact reaches much further than a win or loss. The first example, goal setting, begins at an early age and grows in complexity and necessity as students' progress through the various education levels. Goals push us forward in our learning and demand growth in order to reach the desired outcome. The premise behind a goal is the same no matter the task or age, examine what we want to accomplish, form a plan, implement the plan, and continuously reevaluate and make changes until the goal is met. Some goals are relatively simple like mowing the lawn while others grow in complexity and time and some goals are simply checked off a list of items to complete while others become a standard in our life. Understanding the motivation of the goal is necessary in order to have an opportunity to reach the goal. Without motivation, whether it is intrinsic or extrinsic, the chances of obtaining the goal decrease. Coffino (2018) is able to capture the benefits of goal making when he writes:

They provide sustained focus and motivation; help distinguish between strengths and weaknesses; and thus, enhance self-awareness, render challenges manageable prioritize

what is important, inspire belief in self and build confidence through achievable goals, develop organizational and time management skills, and importantly, hold us accountable. (p. 33)

That is a great deal of growth and benefit from being able to set a goal. There does not necessarily need to be one large goal at the end of the road. Sometimes long-term goals start with a single short-term goal. Players do not hit homeruns at their first at bat. It takes practice, motivation, and goal setting to be able to hit a baseball out of the park. Runners do not get up one day and go run a marathon. They start small with a few miles a week until they are able to build the stamina and strength, both mental and physical, to be able to complete the run. Once the goal is reached, additional goals can be added. Coaches have a responsibility to the players to motivate their mental stamina to continue to work towards their goals as well as a physical responsibility to ensure their form is correct and the player will not injure him/herself. Coaches must also keep the big picture in mind and communicate that to their players in order to encourage them towards their ultimate goal. In order for coaches to set a goal-oriented atmosphere, it is imperative that they be committed to the program and the players by providing the guidance necessary to the players and be diligent and steadfast by providing feedback and support.

Another attribute athletics and coaches foster through participation is leadership. Effective leaders have the ability to motivate people towards a common goal in a positive manner. They are able to communicate common goals and steer the team in that direction together. Coaches are obviously the leader of their team as they set the tone and culture; however, part of coaching is developing leadership among the players. Coffino (2018) explains the benefits of leadership as, “Leadership infuses the group mission with commitment and resolve; models trustworthiness and consistency; inspires courage in risk-taking; and demonstrates effective communication skills, and notably the power of listening” (p. 54). These are leadership skills that coaches desire to infuse in their team leaders; however, taking leadership roles within their teams can begin to foster those skills. It is beneficial for students to have leaders within their own peer groups. Peer leaders have a different dynamic with the players than the coach. Through

closely working together, coaches and team leaders can communicate the big picture to the team, but in different capacities. It is just as important to have solid peer leaders as it is to have solid coaches.

Another attribute high school coaches must instill in their team is a sense of community. High school athletic programs have always enjoyed a strong sense of community. This stronghold is not only within the school itself but includes the larger community it is associated with. There is a great deal of community interest and support for local teams that result in large crowds, intense team spirit, and an unbridled rivalry. Coffino (2018) expands on this importance of community when he writes, "...high school sports foster a fulfilling sense of belonging that both supplies the glue to bind members of a community and gives each community member a sense of purpose and meaning" (p. 60). This comradery is on display every fall Friday night. Fans and family gather to discuss and debate the merits of each team, cheering excitedly at a big play and groaning just as loudly at a bad play.

Friday night performances have a greater impact than a win or loss. A community or school's reputation can be linked back to their athletic performances, both good and bad. Sage (1987) expands on this to include athletes when he writes, "The social climate of the school and even the social status of the student-athletes are affected by the athletic programs" (p. 214). An example of a young standout basketball player is LeBron James. He first came to our televisions as a standout basketball player for Saint Vincent, Saint Mary Catholic High School (SVSM) in Akron, Ohio. Even though he had not committed to his NBA career, we were enthralled with his performance as we watched him on ESPN navigating his high school court. During his tenure, SVSM was well known by their star player and their ability to win. Not only did this garner additional community support for the program, but, eventually, this gained the school national attention. Because of the attention, their school culture was directly tied to the success of their basketball program. In addition, it provided dreams to younger players who looked up to James and the programs that helped make him a standout. The impact Mr. James has had on his community is immeasurable and it all began as a high school basketball player with exceptional skill, drive, and motivation.

Even today, well after his high school career has ended, we see the leadership skill Mr. James developed throughout his athletic career. Those that coached Mr. James, as well as every high school coach, understands that they have a responsibility to teach their players that the world is bigger than they are. The coaches have an obligation to teach citizenship through their team community. I understand not every coach feels this way or acts on this obligation; however, every coach I have had or had the pleasure of knowing, feels this is a moral obligation. A team's citizenship is on display every time they travel and represent the school. Coffino (2018) also believes that citizenship is important as he writes, "Developing good citizen-athletes occurs within the ambit of sports relationships, for example, between athlete and athlete, athlete and team, athlete and coach, in the context of the community" (p. 61). All these relationships within the community of a team are important to foster. In addition, the tone of the relationship is set by the culture the coach instills in the team. While the coach does not have direct involvement in the player to player relationship, there is an indirect influence that can preside of that relationship with the expectations that have been set forth.

One of the most daunting tasks is guiding teenagers to character development. Teenagers can be resistant to character lessons if they are not done properly. Coaches are in a unique opportunity to be able to gently lead their teams into developing their moral compass. They can build programs that reflect their own personal integrity and moral character. Through demonstrating their own hard work, personal responsibility, and accountability to their players, their programs become respected and admired. Character development is not taught through verbiage and lectures. It is taught through actions and behavior modeling. It is taught through demonstration and action.

The value that is placed on character development is immeasurable. Just like teaching, coaches do not often see their impact in the character development in their players until much later in life. Coffino (2018) discusses the importance of character development in high school athletics when he writes, "Coaches who build programs that value the development of character play a pivotal role in the pipeline of future success for their athletes" (p. 116). Coffino (2018) goes on to mention several character traits that are part of athletics every day to include: responsibility, accountability, self-control, selflessness, self-

control, work ethic, and patience, to name a few (p. 116). While these traits are practiced every day in various situations, there are few other places that are as consistently expected as when you are part of a team. Everyday coaches model the culture and character they are setting forth for the team. The players are expected to adhere to the standards and expectations. For the first time my husband and I had the opportunity to observe and experience why a strong, positive culture is necessary and healthy for its players. Both my husband and I played baseball and softball through college. We are aware of the lessons, both simple and complex, that athletics has to offer. Even though I have coached at the collegiate level and my husband coaches at the high school level, we saw personally the difficulty athletes can have as they are guided through character development. It is different when you are coaching other people's children. Yes, you are invested in their success and failures, but your influence only carries so far as they return home to their parents. For the first time, we saw the difficulty student-athletes can have while navigating their role as a student, an athlete, a teammate, and a friend.

For the last nine years our thirteen-year-old son has played soccer and is very good at it. However, he broke his leg in April of 2019 going for a ball against a defender that took six months and two surgeries to heal. Springtime rolls around again and my husband and I ask if he is going to try out for soccer. His response was that he has post-traumatic stress from his broken leg and he wants to try out for baseball. We discussed with him that he has no actual experience in baseball as he has not played one organized season of the game. He has been around the game all his life watching his Dad's team and playing at the field. My husband and I were nervous for this transition. We talked about a back-up plan in case he did not make the team, but we did not need it. He made the team. His coach shared with us that his reason for keeping him on the team was that while he does not have the experience, he does have raw talent that can be developed. He also likes our son and said he has a good attitude. As the season progresses, we begin to determine that the team culture is not a good one for our son's inaugural season. The coach was a first-year baseball coach who had never played the game competitively. He allowed disrespect and tempers to go undisciplined and was a little intimidated by some of his players. We discussed with our son, at great length, that his job on the team is to work as hard as possible, to listen to

and respect his coach and teammates, and to learn as much as possible. One afternoon while driving home, he mentioned that a teammate slammed his helmet down and started cussing. I took the opportunity to ask him if he admired that kind of behavior. He said no, he did not. I then asked him what he wanted his teammates to remember about him and his response was that he wanted them to remember that he was positive and supportive. I shared with him that part of playing the game is learning self-control. In a game that is designed for a player to fail more than succeed, what are you learning if you slam your helmet down? Are you learning that you need to practice more or watch for better pitches? He thought for a moment and did not respond. I asked if his teammate was learning to blame someone else for his inability to make contact? He did not respond. We drove quietly for a few minutes and then he said he did not want to be like that player. In addition to work ethic, this led into a discussion about personal responsibility.

For coaches there are teaching moments in every aspect of the game whether it is correcting form or correcting an attitude. My husband was disappointed to see the culture of our son's middle school team as this was a cultural mindset he would have to break when those players advanced to the high school level. Breaking bad habits and attitudes can be as difficult as the player makes it. It is a fine line to know when to approach a player and help them to a conclusion or to let them figure it out on their own. Coaches have the responsibility of developing every player on their team, physically, mentally, and emotionally. Because of the enormity of the task, the culture they develop and deploy to their team is essential to their success. Positive attributes and attitude will carry players much further than negative ones.

THE EMOTIONS OF A COACH

We have examined just a few of the characteristics they work to instill in their players. It is important to understand that high school coaches do not show up on the field and just play. They are helping to instill values and traits in their players through the opportunity to grow as a person and a player. However, their work does not stop there. Coaches have a daunting task. In addition to building a respectable program, they must administrate their sport by scheduling games, transportation, and meals. They fundraise in order to maintain adequate monies in their account to sustain the season. They take care

of their equipment and field or court. We must not forget they teach their classes, guiding students through their instruction. Coaches are exhausted by the end of their season. How do they do it? What emotions are involved in this transition from the classroom to the field or court? Now it is time to examine the emotions involved in their time as a coach.

Before diving into the specific emotions coaches experience, I believe it is necessary to discuss passion. Most high school coaches are very passionate about their program, athletes, and sport. Marc-André Lafrenière, Sophia Jowett, Robert J. Vallerand, Eric G. Donahue, and Ross Lorimer (2008) discuss passion in their article, *Passion in Sport: On the Quality of the Coach–Athlete Relationship*, when they describe passion as, “a strong inclination toward a self-defining activity that one likes and finds important, and in which one invests a significant amount of time and energy” (p. 542). I believe this describes coaches appropriately as it is an activity they like and find worth-while, it becomes important to them to teach their athletes, and it takes up a great deal of time. Lafrenière et al. (2007) theorize there are two different types of passion, harmonious and obsessive. Lafrenière et al. (2007) define harmonious as, “a strong desire to engage in the activity freely and results from an autonomous internalization of the activity into the person’s identity” (p. 542). Harmonious passion begins to occur once the participant deems the activity or sport as important enough to spend time on and incorporates the activity/sport into their identity. However, Lafrenière et al. (2007) are quick to point out that this passion should not come at the expense of existing relationships or cause additional conflict. If this occurs, it ceases to be harmonious passion and crosses over into obsessive passion. Obsessive passion is defined by Lafrenière et al. (2007) as resulting, “from a controlled internalization of the activity into one’s identity” (p. 542). They further explain, “This process originates from intrapersonal and/or interpersonal pressure either because particular contingencies are attached to the activity, such as self-esteem, or because the excitement derived from activity engagement becomes uncontrollable” (p.542). After reflecting on this explanation, I believe they are explaining that once the engagement in the activity becomes uncontrollable, conflict is introduced into the individual’s relationships. As a result of this conflict, the passion crossed from harmonious to obsessive.

I feel it is important to cover the two types of passion Lafrenière et al. (2007) discussed. Based on the definition of obsessive, though, I feel as though many people would lump coaches in the obsessive category as well based on the added caveat of conflict within relationships. I do believe passion for the game itself is necessary because I do not believe someone can spend that much time doing something they are not passionate about, but I do not believe that is the real reason for the conflict. I believe that the conflict is derived from the enormous amount of commitment coaching takes, combine the number of roles required of these individuals, teaching, coaching, parenting, and spousing. When Anna talks about the passion Hudson has for coaching, it is his commitment to the team and the relationships with his players that Anna is referring to. She is not necessarily referring to the sport itself. When Jack discusses his passion, again, it is not the sport itself, it is the desire to teach the athletes something, to make them better players. When Randy discusses his passion, it is watching them improve upon their skills, to finally be able to complete a task they have been working so hard to improve upon. Finally, when Sydney discusses Randy's passion, from her perspective, it is the relationship building, as well as the skill building, that drives Randy to be the best coach he can be. When I watch Gibbs, it is the desire to share his passion for the game with his players through relationship building and motivating them to be better players for each other, and the desire to instill in them lessons that will help them in their life beyond the field.

I want to take a moment and point out that not every coach has a passion for the game. In the above paragraph I stated that I do not believe a coach can spend that much time coaching the sport without passion; however, I do acknowledge that there are many coaches out there that participate in coaching simply because the position needs to be filled. While I believe these coaches can build a good relationship with the athletes, that coach is not able to communicate or instill passion for the game in those players. Passion is contagious if it is shared and built upon with communication and skill. I do believe that is a significant disadvantage to a program, if they do not have a coach that is able to passionately motivate players and, in some cases, understand the sport and the best way to instill skills. This can have a detrimental effect on the athletes as they may see the lack of passion as uncaring or

lackadaisical. This perception can lead to lack of motivation towards the game and even a lack of respect towards the coach. The ultimate result of an un-passionate coach is low team morale. Low team morale can lead to additional stress because the coach may not understand the cause of this and how to fix it.

When I questioned the passionate participants about the emotional response they feel as they are transitioning to their sport, they had similar responses. The question was two-fold, what emotions do they experiences when transitioning to the field and where are they most comfortable, teaching or coaching. Jack stated, “I am usually excited because now I get to go to the element I feel the most comfort in and there are not grades for it and there is not anybody looking over my shoulder...” (Appendix B, 269-270). Randy stated, “Honestly, probably a little less stressed. Getting outside, getting on the field, being at practice, and just the enjoyment of being out there and trying to get better (Appendix D, 163-164). For Hudson, it was a little more complicated, but overall, he was more comfortable on the court. He talked about the emotions being dependent on what day it was. For example, if it is a game day, he is a little more anxious and tightly wound, whereas if it is a practice day a few days before a game, it is more relaxed and enjoyable. For each coach, the emotional responses varied, but all three indicated they are more comfortable, relaxed, and their authentic self on the field/court. I believe the emotions associated with the thought of getting to the field during the summer vary from the actual emotional responses when the sport is mid-season or even just beginning.

The role of a high school coach is stressful. They are in a public position within the structure of a high school. They are constantly judged in the court of public opinion based on their win/loss record. Hudson talks about how difficult this is since high school coaches are more visible for their role on the court than their role in the classroom. They are taken to task for losing to certain teams and celebrated when they beat certain teams. They are held to a high standard for the culture they develop within their sport, are expected to win, and are judged by the skills and abilities of high school players. There are very few positions within high schools that are hired and fired for their ability to win. Schools are less likely to fire a teacher than a coach. Please do not get me wrong, there are certainly justifiable reasons to fire teachers; however, they are usually not associated with a win/loss record. Because both teaching and

coaching are intertwined, it is important to note there are stressful emotions associated with this relationship. Because of the dynamic of teaching and coaching, coaches often feel interrole conflict. Sage (1987) discusses the presence of interrole conflict as he writes, “Thus interrole conflict results when the role expectations placed upon an individual are incompatible; the person finds it difficult to conform to both sets of expectations at the same time” (p. 219). This appears to be a push and pull relationship with a significant emphasis on time and pressure. A typical high school teacher has 125-150 students in a day with the expectation of planning, instructing, grading, tutoring or remediating, attending committee, faculty, and/or student meetings, ensuring record keeping for special education students, and any other duties as designated by administration that generally includes a lunch or morning duty. The pressure of keeping up with these tasks, as a teacher can be daunting, but add in the additional duties of a coach and the hours necessary to run a successful program and emotions are bound to be wound tightly.

These tightly wound emotions manifest themselves in the form of anxiety, impatience, frustration, and even guilt. While one side of the coin may be joy and elation at a big win, the other side may be frustration with lack of time to plan a lesson or design a test. There are constant internal emotional battles going on with coaches. During the season, some coaches feel guilty at never being able to do enough, practice enough, or train enough, while some feel guilty because their classroom duties and expectations slip a little. The guilt may manifest itself because they enjoy coaching more than teaching as it may have been the motivation for becoming a teacher. There was a situation recently where the county office threatened to take the coaching stipends away from coaches whose season was cancelled due to COVID, except for football coaches and athletic directors. This infuriated coaches around the county as it devalued the job they did and the tasks that are included in coaching, like mowing grass and monitoring student academic progress, and placed emphasis on football. The reasoning given was that coaches were only paid for games. Needless to say, there was tremendous blowback with every coach threatening to turn in their keys. Eventually, the county backed off this, but it left a sour note with coaches around the county. The county did little to control the damage, which only furthered the animosity between county leadership and the coaches. They feel the sacrifices they make to ensure their athletes have solid programs

to participate in is negligible in the eyes of the county. It brought up an even bigger point of contention, the county does not offer any monetary support to the athletic programs, they absorb every dollar associated with student-athletes. This is in contrast to many like-sized counties that provide additional funds to athletic teams to support their athletes and coaches. In some ways this validated the guilt felt by coaches and only exasperated it leading to additional conflict both within themselves and with county leadership.

Interrole conflict lends itself to a plethora of emotions, both positive and negative. The emotions associated with this conflict can manifest themselves internally and externally depending on the situation. The ability to monitor emotional response can become compromised if someone is emotionally overloaded. We all experience emotional overload in one form or fashion; however, people in dynamic positions may tend to experience intense emotional transitions in shorter periods of time. The dynamic role of coaching demands constant attention to both details and people as does the role of teaching, throw in the roles of family and the emotional transitions never end.

The emotional struggles and internal battles deserve attention. I believe it is important and necessary to discuss some of the emotions coaches experience as a result of their role and the conflict they experience within their roles. While I do not want to dwell in the negative, it is important to acknowledge and validate the power of these emotions and the consequence have on a coach's mental health. Some of the emotions experienced during these struggles include anxiety, frustration, guilt, disappointment, and anger, to name a few. These emotions are often intertwined with each other just as the emotions of teaching and coaching are intertwined. There is never one emotion, there are several that create the feelings being experienced. Even though each feeling or emotion is not being analyzed, there is usually a cause and effect of each emotions. It is like a great big pot, sprinkle in a little anxiety, add a dash of frustration and a smidge of disappointment, and the result might be anger or despair. The emotions experienced demand attention as they are tricky to navigate. It is time to discuss the emotions mentioned above, anxiety, frustration, guilt, disappointment, and anger. We must examine both the physical and mental effects each of these has on a coach and how they cope with them.

One of the predominant contributors to the emotional stress experienced by a coach is anxiety. Anxiety can be an all-encompassing emotion that can lead to physical and mental stress. The physical stress can manifest itself through the elevation of blood pressure, shortness of breath, or dizziness. Sometimes anxiety can be increased as one gets lost in their own head, imagining the worst possible outcomes, and/or second guessing the decisions made and their outcomes. Coaches can swim in anxiety for every decision that is made and second guessing whether they made the correct call. In addition to second guessing, when the actual outcome transpires, and it is not successful, coach's tend to beat themselves up over lost opportunity and what that loss represents for their team.

My husband will come home after a game and talk about the calls he made versus the outcomes. I can hear the anxiety in his voice as he recalls a certain play that was not successful. He will describe the circumstances of a hit and run just as if he were still on the field. Once the details are described, he will explain how the play should have transpired. I can still hear the anxiety in his voice as his face reddened and he paced back and forth gesticulating with his arms. Then, as he is recalling how the play transpired, an infield fly ball with the runner failing to return to third base, the anxiety gives way to disappointment. He questions every call he made during the game as he wonders if different decisions on his part would alter the outcome of the game for his players. The outcome of the play does not mean the decision for a hit and run was the wrong. It just means it did not go their way. He could not foretell the future; however, he does not see it that way. He sees it as a lost opportunity for his players to score a run. Even though a game does not come down to one play, sometimes it is that one play that can determine the outcome of a competition. It is those instances that remain with coaches throughout the season. The outcome of a previous play can influence whether a coach calls that same play.

This is only one example of a piece of anxiety that a coach can feel. This example is only the tip of the proverbial iceberg of the anxiety that is felt. The iceberg includes the anxiety that can be felt when a team gets back late from an away game and the coach did not have time to adequately prepare for her/his instruction for the next day. It can be felt when the team is not putting in one hundred percent of their effort, it can be felt when a player ditches practice to spend time with friends. The list goes on and

on. It is difficult to find a balance in order to manage the strong emotions. There is a constant reminder that their players are still kids and that for some players this might be a hobby, or a way to pass time, or a path to college. All their players come with different expectations, skill ability, personal goals, and some athletes do not take the sport as seriously as the coach. For the coach, it is livelihood, a passion, an addiction. This can further frustrate coaches as their motivations are different from their players. The reason for this frustrated feeling might not be realized, it might be an unintended emotional reaction based on different life circumstances, like age and experiences. Regardless, coaches are deeply emotionally involved in every aspect of their team and this can lead to guilt.

There is constant guilt at what the coaches are missing, like family time, and what they are unable to accomplish while they are coaching. As the saying goes, there is only so much time in a day, and a coach dedicates a good bit of it to their team when they are not in the classroom. The additional time requirements that are necessary to maintain a good program infringe on other areas that demand attention. In addition to lesson plans, grading, maintain paperwork, there are also demands from the family. Lack of time for the family can cause a tremendous amount of stress on a coach. Coaches depend on their family for additional support to allow them the opportunity to put in the time and effort to coach. A coach's spouse is the silent backbone to their coach, taking care of the kids, if they have them, as well as most of the household chores. Not every coach has a spouse standing behind them. The divorce rate among coaches is very high due to the time and energy coaching takes. This takes a toll on marriages as they also require time and attention to keep healthy and strong. There is a constant struggle of wanting to spend time with the family and wanting to put additional effort into the program. It takes time and patience to find this balance. While the intensity of the guilt will subside, it is always lingering in the background.

Just as it is important to acknowledge the negative emotions, it is just as important to acknowledge the positive ones. The positive emotions, thankfully, carry more weight than the negative, they are the ones that sustain through the rough patches and carry through to the next joyous moment. Coaches enter the profession for the love of their game, for the joy it brings whether it is through memories or through the watching their players succeed, it is pure enjoyment and love of the game that

are the underlying reasons for coaching. The game itself, and by association, coaching can be addicting. Baseball runs through my husband's veins. It is a part of him just as his lungs need air.

I am going to tell you about a time in our marriage that was not so pleasant. I hope I can express it in a way that shows the importance of coaching in our family, the strength of the emotions in a coach, and the intrinsic satisfaction it provides. Coaching is an addiction. It runs through the veins alongside the love of the game. Coaches thrive on being the guy people seek out, they enjoy the leadership aspect and the position within their community their role requires. All these pieces disappeared, and we went through a period when my husband did not coach. It was the most difficult time of our seven marriage. Our children were young, and I was not working. We had decided when the kids were three, one, and six months that I would stay home. My paycheck was almost a wash paying for daycare. Gibbs was the head baseball coach at a local high school. He was young and for some reason, had garnered the ire of several parents. The administration of the school at that time was on the weaker side, the principal was new and trying to make friends with his assistant principals and parents. A few parents had lodged complaints about a decision Gibbs made regarding transportation to a local game. He made the decision that the athletes could drive themselves to the game. This was common practice among area high schools at that time when games were on the weekend or during spring break. This one happened to fall during spring break. A parent that he had trouble with found a rule in the county policy book that stated players could not drive themselves to the games as it was a safety issue. Gibbs was unaware of this policy as was the athletic director at that time. Again, this was common practice of all area high schools at the time. The parent seized on this policy as a way to get back at Gibbs for not playing his child. This parent complained to administration who talked with Gibbs about playing time. Gibbs was adamant the best players play for the best opportunity to win. The administration decided Gibbs needed to be removed and contacted various individuals to smear him. It was awful. Gibbs was removed from the position but had to remain in the school as a teacher for the next academic year. Gibbs was humiliated by the very people that were supposed to protect him and have his back during the difficult times. He went from getting phone calls regarding decisions and game outcomes and enjoying camaraderie with his fellow coaches to

silence. Gibbs was humiliated and embarrassed. His anguish was surreal, affecting his physical, mental, and emotional well-being. It was heartbreaking to stand by and watch him suffer. He, and every decision he made, were the topic of countless discussions on a local radio show. There were newspaper articles written on his departure. It scared the other coaches because it could happen to any one of them. While Gibbs was physically around more, mentally, and emotionally he was around less. He was unhappy and depressed. The school tried to go after his teaching certificate but backed off when they were informed teaching and coaching are two separate jobs and we would proceed with legal action should they proceed. He would mow the grass for hours on end, reliving the moments that brought him, and our family, to that point. He would go watch local teams play, standing in the shadows so no one would see him or talk to him.

After the required academic year ended, he switched schools. It was too painful to be constantly reminded what was taken away, he was still embarrassed and wanted to start over somewhere new. He transferred over to a different high school knowing he would not be able to be a baseball coach, but hoped to be able to find somewhere to fit in. I would not say he fit in like family, but he was received warmly and respected. He developed good relationships with his fellow teachers and the students, but it did not feel like home to him. During the spring of that year, he learned the principal that fired him from coaching was leaving, the county was not offering him a contract. That school was getting a new principal. Gibbs thought about it long and hard if he wanted to return to that school. In the end, he felt that with new administration he would like to return to teach there. He was not ready to return to coaching; the wounds were still too raw. Another academic year rolls around and the baseball position is open once again. Gibbs is approached to apply. He is excited but scared and adamant he does not want to be put in the same position again. As a result, he has a heart-felt conversation with his new principal explaining everything that happened and why he is hesitant to get back into coaching, especially at that school. Fortunately, his principal is understanding and supportive. He makes some administrative changes that would allow Gibbs to report directly to him instead of the unsupportive assistant principal, and the athletic director that was involved was removed. Gibbs accepted the position and that was five years ago.

Gibbs has not forgotten what that time felt like, nor have I. He makes decisions now that go above and beyond policies put in place, he gets everything in writing, and he ensures communication with his principal. There are still situations that happen that cause anxiety to rise to the surface as we remember that time; however, overall Gibbs has recovered from that time. I will discuss in the next chapter the toll it took on our family. It took a long time to heal from that period.

During this time, Gibbs lost his confidence as well as his identity. Part of a coach's identity is wrapped up in their sport. It is part of who they are. Even though Gibbs was not coaching, that did not stop him from watching area games, following the statistics, and cheering for his local favorites. He was removed from the administration of the game, but not the internal love of the game. After he got back into coaching, his confidence and self-esteem rose. He was able to contribute again. He was able to derive personal and professional satisfaction again and maintain his connection to the game, players, and fellow coaches. In addition to connections, he was able to encourage and nurture player success. It took a season or two to change the culture back to what he believed it should be. It was necessary to change the culture of one of negativity and doubt to one of integrity. Those players that watched what happened to Gibbs were still on the team. Several left when he came back and several stayed. The ones that left were the ones that needed to go anyway. It is tough to coach players that believe they are justified in disrespectful behavior and classless actions on the field. The ones that stayed were provided a choice, to either get in line with the culture Gibbs wanted or to leave. They stayed and helped him build a strong program. Even though Gibbs was nervous to take the helm again, he needed to prove to himself that he could.

There were several things going on during this time period that affected us. Gibbs was embarrassed and humiliated. He felt alone and abandoned by the administration. He lost his identity. Gibbs is a teacher to coach and when the coaching went away, he was left floundering and unsure of what to do next. He could not get his footing back. I asked the participants if they believed they are a teacher to coach or a coach to teach. I believe their identity is so wrapped up in coaching, that teaching is an extension of coaching for them. All three indicated they are coaches to teach. They are more emotionally wrapped up in the coaching and teaching. Jack did indicate that his views are changing, and he believes

he is more of a teacher to coach at this point. When I questioned him, he stated, “my day job pays the bills” (Appendix B, 240). However, he was quick to point out right after he said that, that his identity is coaching. I believe Jack identifies as a coach, but at this point in his career, teaching is his priority. I also believe, for Jack, teaching and coaching have become synonymous. He views each role as the same, but with different requirements and scenery. Hudson believes he is coach to teach when he states, “I think that the coaching affects our family way more than my teaching job does. It is more stressful and more intense, it takes away more of my time and so from that aspect and my family” (Appendix C, 388-390). Randy’s response was similar as he views himself as a coach to teach as he explains, “it takes more of the time” (Appendix D, 154).

Coaches enjoy the leadership roles they have within their own communities, and Gibbs is no different. They enjoy being the guy people come to when they have a problem or concern with something in the program. They enjoy the recognition with their community that being a coach brings. There is a certain status that is associated with being a head coach. I talked earlier about our son and his middle school experience. One thing I observed, and resented a little, was when I showed up by myself a few people would say hello to me or wave; however, when Gibbs showed up, there was a small crowd that gathered just to shake his hand. I understand their boys want to be on Gibbs’s team, and he has the power to allow that, but their behavior should not be dependent on whether the local high school coach shows up. I also noticed the head coach would look back and see if Gibbs were watching or how he was reacting. I mentioned this to Gibbs, and he shook his head. But after that, I also noticed him watching my reactions. While that status is obviously not all sparkles and sunshine, it is still part of the game that brings internal satisfaction. They have pride in their program, their players, and their ability to build a program.

They enjoy the relationships with other coaches. These coaches, and their family, become our family as no one else understand the pressures, requirements, time, and sacrifice it takes to coach. The relationships also function as group therapy. They can vent their anger or frustration and celebrate each other’s victories. Because of the dynamics of the relationship, coaches look out for one another and their

families. Whether it is helping to cut down a tree, changing a tire, sharing field supplies like grass seed, or watching out for their children, it is a tight knit group. Our children have benefited from being coach's children and we have watched over other coach's children. As teachers, coaches help guide our children and let us know if they are making bad decisions or if they are struggling with something. One particular coach, who was also our son's physical education teacher, alerted us to the concern that our son was choosing friends that may not make the best choices. Our son was in awe of this peer making bad decisions and then getting in trouble for them. I guess it was a version of six-year-old Bad Boys. As a result, we were able to talk with his teacher and have the pair separated when possible. Without this coach taking an active interest in our son, we are not certain we would have heard about this development until trouble started happening. Having this kind of friendship and support allows coaches the opportunity to relieve stress and build a net of support that is in place for years to come.

A significant amount of research has not been completed pertaining to the emotional toll coaching takes on coaches. I did not find any research that dealt specifically with the emotions high school coaches experience. There was information that pertained to coaches as teachers, and teachers as coaches and the influences coaches have on athletes. However, the coach's emotional journey is left largely unresearched. There was a little more research on the role of a physical education teacher in the context of a coach, but not all coaches are physical education teachers. This made it difficult to research their emotional health and how they cope with various emotions. I hope that this changes. Coaches have a tremendous influence on their athletes, students, and the high school setting, and their stories deserve to be told. This is a dynamic setting as the students grow into young adults and set out to change the world. The impact high school coaches have on other people's children is incredible and they deserve credit, recognition, and support for all they do.

CHAPTER 4 THE COACH TRANSITIONING TO HOME

PREVIEW

This chapter will explore the transition from the field to the home after a long day. I will examine the family dynamic and how coaching affects the relationships with their spouse and their kids. In addition to relationships, I will examine the potential for work-family conflict within the roles of parent/spouse and coach. In addition to this conflict, I will provide examples of the positive impact and enrichment coaching as brought to our family. As with any significant job, workaholism is possible and will be briefly explored through the eyes of the participants. Lastly, I will address coping strategies that are utilized to maintain family-work balance. The scholarly influences included in this section are Jeffrey Greenhaus and Nicholas Beutell (1985), Elizabeth Taylor, Matt Huml, and Marlene Dixon (2019), Arnold Bakker and Evangelia Demerouti (2009), Jeffrey Graham and Marlene Dixon (2017), and Damian Martinez (2010) There are also personal stories and personal responses from Jack and Katie, Hudson and Anna, and Randy and Sydney.

FAMILY

We have explored the transitions and emotions of coaches as teachers and as coaches, now it is time to explore the role as a family member, a spouse, and parent. I believe this can be the most difficult transition to make, especially at the end of a long season. The roles within the family I will focus on is the role of spouse and parent. When transitioning into and out of different roles we tend to compartmentalize our experiences and emotions to the context they belong in; however, that can be extremely difficult to do each time and there is inevitably going to be spill over. We put our emotional reactions away when we are working or tending to various tasks that do not require all of yourself to be present. However, it is difficult to brush off emotions, like anger and disappointment, that cause a tremendous change in our mood, especially if it is something that is so important to us that we take personally. In some situations, we tuck our emotions away to the people closest to us in order to avoid hurt or disappointment. We are able to focus on the tasks at hand and move through them somewhat stoically in order to preserve our

emotions. These are all part of the transition coaches make as they move fluidly in and out of their family dynamic.

As coach's transition in and out of the family, it is the spouses that hold down the fort. In this instance, I am focusing on wives. I understand female coaches make up a significant number of head coaches and have a tremendous impact on players and their respective games. I do not want to minimize the impact these incredible women have on their sport and the sacrifice made by their spouse and children. I do believe it is necessary to acknowledge the impact female coaches have on athletes and their respective sports. I believe these incredible women impact their athlete's lives, just as men do, and they are role models and mentors as well. I believe further research is necessary into the emotional transitions of female coaches; however, the perspective I am examining this topic is that of a wife. I wanted to focus my attention on the male coaches and their dynamic as that is where my experience, frame of reference, and where my emotion comes from. Plain and simple, experiences and observations I have are a result of being a coach's wife.

It is seven o'clock in the evening, the sun set an hour ago and I am waiting to finally go home. It had been a long day and I was finishing up one of my last parental duties for the night. I was watching our youngest son, Patrick, finish up his basketball practice. I had already cooked dinner and left it out for the other two kids. I began to ponder what those two kids were doing and if they ate dinner and finished their homework for the evening. As I am contemplating their actions, my cell phone vibrated. I look down to see my husband's face smiling back at me. We chat for a minute or two about Patrick's practice and what tasks he needs to complete when he gets home like the homework that needs a quick check and nudging the kids towards showers. I silently hope he beats me home and takes care of the heavy tasks of dealing with our almost teenage children. Our conversation turns to practice, and I realize by the tone of his voice it was not a good day on the diamond. I internally sighed and knew he was not happy with either someone or some aspect of practice. His tone is edgy and frustrated and holds a tinge of weariness and fatigue, his team apparently cannot hit. This tone contrasted with the upbeat, jovial tone he had the night before as he was pleased with his team's ability to field the ball. I sighed again. Usually when his tone is like this, we,

his family, steer clear of him for a little while. Luckily, we would all be going to bed soon. It is only the preseason.

Gibbs's transitions in and out of our family dynamic can be difficult at times. During the spring baseball season, we develop our own cadence we march to. Each child has their sport and I am on the only Uber they have. I develop a finely-honed schedule for getting the kids from school, to getting their schoolwork completed, dinner, and getting them to and from practice or game. This does not include the laundry, lesson planning for the next day of work, and/or any other errand or task that needs to be completed. Needless to say, having such tight control on the schedule does not leave much room for flexibility. There are times when my control over the schedule is symbolic of the tight control over my emotions, both held together with duct tape and glue and with the slightest change or adjustment, both come crashing down around us.

We have plenty of practice transitioning in and out of seasons, spring in-season, summer ball season, and the off-season; even though the off-season has been replaced with weightlifting, conditioning, and tuning up skills, there is a little bit more downtime. During this downtime, we use that to work on our family. Family is a huge part of our lives. Everyone has a different role within their family, and a different function. For some, it is a strained and harmful environment, for others it is a place of refuge and comfort. Regardless, it is emotional work and can be messy. Messy is not a bad thing, messy can be cathartic, it can be calming and relief. But it can also be difficult and suffocating. Messy can be all the things in between. Contrary to what some people like to portray, it is not always sunshine and unicorns. Our family is messy, but comforting, it is loud and demanding, but a refuge. It is challenging, but predicable. It is a place where we teach our kids how to handle conflict when we argue over things like why the baseball field looks like the emerald carpet and I am threatening to buy goats to get ours under control. We are teaching them to cope with differences of opinion as we heatedly discuss why that phone call was so important it could not wait until we finished dinner. We teach them listen to both sides and try to understand different perspectives and how communicate and support each other. We teach them that conflict resolution is important as they see us compromise and resolve differences. We teach them that in

a marriage, you must fight for each other, support each other, forgive, and move forward. Finally, we teach them to laugh, to enjoy, encourage, and root for each other, and to cherish memories because we are a family.

WORK FAMILY CONFLICT

As I mentioned above, there is conflict in the various roles we each have. Most of the conflict is a by-product of the coaching role as none of the participants indicated there was conflict emanating from the teaching role. I also previously mentioned that high school coaches have a dynamic job. One of the main necessities for any coach and family is the ability to adapt. The family must be able to adapt to the schedule, last minute changes, and time spent together. There has been more than one occasion when Gibbs's schedule changed due to a rain out only to have the make-up game rescheduled to a night the kids had activities or games. There as one Thursday each child had to be somewhere at the same time and, at the time, Gibbs did not have a game. Unfortunately, we had a wet spring that year and games were being cancelled left and right. This particular week the only time the other team could play was Thursday. While this put a wrench on the plans for the kids, they are flexible and understanding. I scrambled to make necessary changes to the schedule so each child could make it to their activity. We adapted and moved forward. As I made the plans for the kids, Gibbs apologized for the game change. Even though it was not his fault, he felt responsible and disappointed that he was not able to help that night but also for the additional stress the quick change added to our day.

This is just one example of work-family conflict that coaching families experience. The conflict between the family and the coach can be difficult as the priorities differ for each person. Jeffrey Greenhaus and Nicholas Beutell (1985) share their definition of work-family conflict when they write, "a form of interrole conflict in which the role pressure from the work and family domains are mutually incompatible in some respect" (p.77). I tend to agree with this statement as there are times when the priorities are not in agreement. On certain days, my sub-priorities are different than Gibbs. I use the term sub-priorities because our overall priorities are the same, faith, strong marriage, and trying to raise good kids. However, our daily priorities can differ depending on what time of the season it is. Mine tend to

revolve around the needs of the kids and the household in general, while Gibbs may revolve around his team. There are times when the conflict between coaching and family forces two different priorities as we, the family, are at odds with the coaching priority resulting in the sacrificing of our family time and attention. Elizabeth Taylor, Matt Huml, and Marlene Dixon (2019) call this work-family conflict in their article, *Workaholism in Sport: A Mediated Model of Work-Family Conflict and Burnout*. Taylor, Huml, and Dixon (2019) discuss the consequence of this conflict when they write:

This tension or conflict is a challenge faced by most workers, but the conflict between work and family could become increasingly difficult to manage for those within an environment like sport, with heightened job expectations and cultural pressure to commit a disproportionate number of hours to their job. (p. 251)

As I stated previously, I do believe all working adults face some form of this conflict; however, I also believe that coaching families experience this more often. Arnold Bakker and Evangelia Demerouti (2009) further support work-family conflict when they write, “Work–family conflict or spillover is a within-person across domains transmission of demands and consequent strain from one area of life to another” (p. 23). I believe this conflict is always present in our lives, but the severity of it can differ. The conflict that is felt within the family dynamic ebbs and flows with different factors. These factors include the time of season, the intensity of the season, additional stress factors like teaching, and additional stress within the family. The off-season has different requirements than in-season, teaching requirements never change, and the family is changing as the kids are growing up. These factors lead to additional role conflict for coaches. Jeffrey Graham and Marlene Dixon (2017) discuss the stress coaches can feel when they write:

During the competitive season, the coaching role has a highly inflexible schedule of practices and games that cannot be easily adjusted. Consequently, the family role is forced to conform to the coaching role, and it is likely the coach is unable to satisfy many of the demands the family would normally expect to be fulfilled. (p. 290)

Coaching takes a tremendous amount of time. During the off-season there is weightlifting, grade checks for athletes, and field maintenance. During the season, there is practice, games, field maintenance, grade checks, and administrative duties to ensure the team's needs are met with items like transportation and food. Family time is dynamic as well. The children growing and their activities and needs change; however, the responsibility within the family stays the same. It is this responsibility that can be just as overwhelming as coaching and teaching. Just as the coach is expected to be present in the classroom and attentive to the needs of the students, he is attentive to the players on the field or court and working on the strengths and weaknesses on the team, he is expected to be present and attentive to the family. This can be daunting as the expectation of the coach and the family may not always match.

The strain a family can experience is challenging. The expectation of what the family should be and what it actually is can result in conflict. Part of this conflict comes from the emotional resources that are expended on the field or court and then when it is time to head home, it is late and the coach is tired, and those emotional resources are depleted. It is difficult when Gibbs walks in at nine o'clock at night and is tired and worn out. This does not leave a great deal of time for valuable communication. There are also incidents, like staying late to work on a specific skill with a player or additional field maintenance, or late-night telephone conversations discussing various concerns with players. Coaches feel an obligation to the team, and individual players, to make them better; however, this often impedes on family time. Both of these situations can cause resentment and frustration as the needs of the family are not being met and the coach experiences additional conflict between the team and the family. Graham and Dixon (2017) touch on this when they write, "...the family may begin to see the coaching role negatively, as family time becomes limited when the parent is asked to give resources to the coaching role" (p. 290). This resentment, if not dealt with, can lead to the family feeling like they are competing for their coach's time and attention. This is an especially difficult place for the coach as it is important the family does not view the coaching in a negative light causing more emotional turmoil. This is not a good place to be in as a family

There have been many times when we, the Marvel Family, feel like we are competing with the baseball team. This was especially true for me when the kids were younger and needed much more physical care, changing diapers and bottle-feeding. I needed help at home and Gibbs was always at the field. I resented him for being gone all the time, socializing with others, and the constant phone calls when he was home. The constant telephone calls still get under my skin from time to time. Is it really necessary to answer every phone call every time? Needless to say, we are still working on that. When the kids were younger, I felt like I was always chasing Gibbs for his time and attention, now as they are growing older, the kids feel his lack of presence more. As the kids are growing and their emotional needs are changing, they notice their father coaching, or at the field; more often. It has been difficult for them to understand why he is coaching other people's children and does not have time or energy to help them with their skills and attend their games. This is especially true of our daughter. She does not understand why he is at the field all the time and why he cannot watch her volleyball, attend her events, or why he is tired when he is home. From time to time, she will antagonize him because she is hurt and misses him. When she does this, he takes it very personally and will get mad because she hurts him. We would talk about it for a bit, him blaming her for an attitude and rudeness, but that is not what it is. I remind him that she just misses him, and he needs to find a way to make her feel special. Our daughter also struggles because she does not share the commonality in baseball like our boys do with Gibbs, as a result, she will feel like she is competing with the boys for his attention as well.

While our daughter becomes angry when Gibbs is not around, our boys become sad and wistful. The boys idolize their Dad and are a little envious of him being able to spend all that time on the field playing baseball. In their youthful eyes it is all play and no work, and for them it is. They are able to view the hard work as play while Gibbs has a different outlook. Our boys have always wanted to be at the field. Whether it is playing on the sand piles, watching, and learning, interacting with the high school boys, and/or observing Dad with awe and fascination, they want to be a part of all the game has to offer. They want to be just like him. I mentioned our oldest son playing middle school baseball for the first time. I asked him when he made this decision if he wanted to play for Dad and he said yes. He believes this will

be a great way to spend time with him. I mentioned that to Gibbs one night and asked if he was ready to coach his son. We both gave thought to this new dynamic as Gibbs has never coached James. James is very proud of his Dad and does appreciate being a coach's son. I hope they both are ready for the hard work to maintain their father/son relationship. I also mentioned this was a tough year for James's first year playing and some of the lessons he is learning. One of those lessons is being aware of your role on the team. I had a conversation with James about his teammates questioning his coach's decisions after listening to James criticize him for certain decisions. We discussed James's role, to learn as much as possible, work as hard as possible, and to be a good teammate. I asked James if he planned to try out for his Dad and, of course, he said yes, answering me with an exasperated tone. I asked him what it would be like if he questioned his high school coach and he replied, "not good". I then asked what the outcome would be if he questioned his coach who also happens to be his Dad. His face paled. The point of this conversation was to lead James to the understanding that it is not his place, or role on the team, to question his coach, no matter who it is. I relayed this conversation back to Gibbs as I believe it is imperative that he understand not only the lessons in sportsmanship James is exposed to, but also that the roles are intertwined for him. In order for our family to navigate this latest dynamic, we must be aware of the roles each play in the family first.

While Gibbs is navigating the path of coaching our oldest, he is also navigating that of supporting and teaching our youngest son, Patrick, about the game. Patrick, too, loves baseball, but he loves every game with a ball. He is a more well-rounded athlete and enjoys being part of any and every team. This is Patrick's first year playing organized baseball. It has been a challenge for Gibbs to ensure Patrick is getting enough of his attention. Patrick's practices are usually just early enough that Gibbs cannot take him and when he is able to take him, he usually sits in the car. I asked him why he does that, and he said he does not want to compete with the coach or have Patrick look to him for guidance on the field and circumnavigate his coach. He works on skills with him at home, they throw the ball or work on catching, but he does not want to confuse Patrick or create an issue by intervening with Patrick's coach.

All three of the children require different relationships, as do all children. Add coaching into those relationships, and I believe the relationships need to be worked on that much more in order to maintain a sense of cohesiveness. While familial relationships need to be worked on in every family, I do feel that relationships in families that experience additional conflict need to be aware of the emotional impact that the various types of conflict can have on those relationships. Coaching families experience a high level of strain and conflict. Graham and Dixon (2017) discuss four types of conflict that emerged during their study, *Work-Family Balance Among Coach-Fathers: A Qualitative Examination of Enrichment, Conflict, and Role Management Strategies*, their findings include conflict in “time, energy, attention, and emotional spillover” (p. 293). I believe this is very interesting because those are similar to the subcategories that emerged from my own interview with the participants, time and energy, attention, and, what I called role conflict. When asked, all the coaches stated that they did not feel a significant conflict between coaching and parenting; however, they all mentioned time and energy, attention to family members, and the struggle to leave coaching, and its related issues, at the door once they returned home, Graham and Dixon (2017) referred to this as “emotional spillover”, or role conflict (p. 294). All of the participants stated that lack, or conflict, of time and energy were a significant stress factors that effected their time at home and relationships with their spouse and kids. The second concern all participants shared was the struggle to provide enough attention to their family, especially their spouse. Two of the participants mentioned their wife being “short-changed” as their children received the bulk of the attention due to their age and level of activities going on within the family and once there was time to spend with their spouse, both were too exhausted to provide adequate attention. The third concern that was identified by all coaches was the inability to leave coaching at the door. While all three believe they have gotten better at this as they have matured and aged, all believe it has significantly affected their marriage. In addition, there were two additional sources of conflict within the family dynamic, the strain of role reversal and the general role of Dad, or the internal struggle of the role of Dad versus coach. This struggle consists of the internal battle of watching their kids play for other coaches’ and knowing they are

not receiving solid instruction. All of the various tensions are intertwined and form the conflict that the coaches and their families experience throughout their transitions and experiences.

I believe it is important to remember at this point, before discussing the various conflicts and strains, that all of these couples have all been married for over eighteen years, and it is the first marriage for all. Due to the level of commitment required of a high school coach, there is a rising divorce rate among coaches. All of the participants shared in some fashion that if the home life is not good, the coaching will not be good. As hard as the coaches tried to compartmentalize and focus on their team, when the tension at home boils over, it does affect the quality and attention to the team. In order for the coaching to work, the family unit must remain strong. That is not to say there are not challenges and difficult times, but it is the desire and resolve to maintain the family and the fight to keep the marriage that helps support the coach to succeed on the court or field.

There has been plenty of times when Gibbs and I have struggled, but there is one that almost broke us. There was a time about nine or ten years ago when our marriage was questionable, I was truly not sure which way it would go. We had been married seven years at that point and had our third child that year. I was still working full time. I was lonely and frustrated at the amount of time coaching was requiring. I do not have any family locally that could help with the kids, even for fifteen minutes to cook dinner. As a result of the loneliness and sheer magnitude of working full time and taking care of three kids three years old and under, I went into a self-preservation mode. Gibbs was spending so much time at the field that I began to think it was to avoid coming home. He is adamant that was not the case, but I believe the tension between us was not a welcoming environment either. What compounded the issues was that even when he was here, he was not mentally here. He always had a far off look on his face that signified his mind was elsewhere which frustrated me even more because I needed help with these three kids! We sought counseling which did not help. Gibbs hated it, I tolerated it. I will admit, in Gibbs defense, the counselor did not like him. At all. I found this refreshing as everybody liked Gibbs and I felt like it validated my emotions. We did not go to therapy long as I conceded that it would not be good for us in the long run because he was not being treated fairly. Fortunately, we were able to work out our

issues. We both made the conscious decision to fight for our marriage and each other. We had to make the decision that we wanted to stay together. This led to better communication which helped restore balance and respect back to our relationship. That time in our marriage was not easy; however, it forced us to learn to communicate, to actively listen to what was being said, and to express to each other what was needed. I share this with you so you understand that I do not take this lightly. Gibbs and I have experienced a great deal of the situations and emotions the participants shared. I empathize with them, commiserated with them, and encouraged them. The coaching is tough, but the community of coaches and families support each other through the good and bad.

The first sub-conflict theme that emerged from the coach/family dynamic was time and energy. Coaching takes up a huge amount of time and with that time comes energy. All the participants mentioned this when asked what one of the most difficult aspects of coaching. In addition to time, lack of energy was mentioned as a result of the necessary time required to coach. Due to the demands and time requirement, the participants mentioned fatigue as being detrimental to their family relationships as they often arrive home too exhausted to engage in meaningful conversation. Graham and Dixon (2017) found similar results when one of their participants, Coach T, explains, “You spend more time with other people’s kids than you do your own, and that is pretty much true for every coach I have ever coached with” (p. 293). Coach Jack, who was reflecting on his career, wonders if he “did it right...was I too busy with everybody else’s kids than your own kids” (Appendix B, 820-821). Coach Hudson discusses the sacrifices he and his family make, especially during the holidays. Because basketball is a winter sport, they can often be found on the court during Thanksgiving and Christmas break. He further explains if the kids wanted to spend additional time with him, they went to practice with him, “Even when we are not in school, when they were younger, if they wanted to be with me or spend time with me or if I wanted them to part of our group, hey it is seven thirty on Tuesday morning on Christmas break, we are going to practice, we are going to the gym and they are going with me” (Appendix C, 734-734). Anna further talks about the sacrifice the kids make when she states, “Parents don’t realize what he sacrifices for their children and their Dad didn’t get to come and see an important event to them” (Appendix C, 758-759). There plans

revolved around the practice and game schedule. While they see this as the way their life is, Coach Hudson was quick to point out that administrators, other educators, parents, and society does not realize the sacrifices that are just a regular part of coaching. He appears wistful when describing missing birthdays, holiday celebrations, outings with the family, and missed moments in his kids' lives, like Beta Club inductions or their own competitions.

I can empathize with both responses. Our own coach has missed important moments in our kids' lives due to a game or practice. In the grand scheme of things, I am not sure they will remember in the long run, but it sure did sting at that moment that he was unable to attend or celebrate the occasion. Even though I am not certain the missing events will have an impact in the long run, missing vacations and adventures does impact him. I made it a decision when the kids were younger that we would go on vacations and trips and if Gibbs could join us, that would be great, but we are not going to sit at home and wait for a time that was good for him. We would still be sitting in the couch. Sometimes when we look through pictures or talk about an adventure we had, one of the kids will ask where Dad was, and the answer is usually at baseball. I know this might have hurt Gibbs, and he was always welcome to come and we wanted him to come, but that was a sacrifice he made to honor his commitment to the team. It was also a sacrifice we made that allowed him to honor that commitment. I always felt a little bit guilty for that until one of the wives, Katie, mentioned she had done the same thing. She determined they would not sit around and wait until Jack could go, she and the kids went and had their adventures while Jack was committed to his team at home. While it is certainly not optimal to travel without our spouses, I believe we both made the decision in order to enrich the lives of our kids and ensure they had experiences and memories they could hold on to.

Lack of energy was also mentioned as a concern as a result of coaching. Jack mentioned there are many nights that he comes home at seven or eight at night and face-plants into bed for a quick nap. Hudson also mentions the exhaustion has been a factor when his relationships with his family come under stress. He explained that when he gets home, he tried to engage with their kids and asks about their day, but when he finally gets a chance to check in with his wife, Anna, he is just too tired to engage in

meaningful conversation. He explains, “Sometimes she gets placed on the back burner because she is going to be there and she is going to have my back no matter what, but then she gets short changed a lot of times, especially in season, because there are other things I let become a priority over her and that should not happen” (Appendix C, 1082-1084). The time and energy it takes can leave her feeling lonely. Fortunately, there is an ebb and flow to the energy level and it varies depending on the time of the season, where they are in the season, and even what day of the week it is. Graham and Dixon’s (2017) participants also found energy to be a significant factor of strain on the family unit. This finding was supported when they wrote, “The respondents felt that the energy requirements of the coaching role reduced their ability to fulfill fathering responsibilities at home (p. 294). Their participant, Coach J, indicated he lacked the energy to fulfill his duties as a father and husband. That lack of energy lead to additional strain as he neglected his role within the family and meaningful interactions with his children and spouse were reduced.

Time and energy are significant factors in the ability of a coach to do his job well. However, when the coach transitions to home, there is an expectation of attention from the family. Sometimes it is difficult for the coach to meet this expectation. After our coach comes home after a long day, it can be difficult to leave the sport and team at the door. Whether it is rehashing a game or a specific play, worrying about the game tomorrow or a player, or mentally going over plays at practice, it is difficult for coaches to flip that switch off. I can say that while this is something Gibbs works on; it still enters the house. All three participants indicated that while this is something they work on as well and have become more conscious about trying to leave the coaching at the door, this is still something they struggle with. Katie stated that this is one of the reasons communication is so important because if the coaching is never turned off, it can feel as though you are competing with the sport, it is almost like having an affair with the mistress being that sport. I believe that is a good analogy, when your coach is not attentive and providing adequate attention, it can lead to feelings of resentment and anger. Coach Hudson talks about how he has struggled to provide quality attention to his wife, especially if he comes home after a rough day, and she has had a bad day. Anna jumps in to say, “It is especially to a conflict when I have had a bad

day and you need to vent and he has had a bad game and needs to vent and we are both kind of like...needing that, but don't have that...we are both physically and mentally exhausted" (Appendix C, 1092-1094). They both want to talk it out, but he stated that he has been too tired and just goes to bed leaving Anna frustrated and angry. Both Hudson and Anna relayed they continue to work on this through communication and effort. Jack tries hard to leave his concerns about the team at the door as well. He will call friends or other coaches on his way home to help defuse concerns or frustrations to avoid having those frustrations boil over onto his wife. Katie, Jack's wife, shares that he has done a better job trying to compartmentalize his roles but admits that he still struggles. While all the coaches depend on their spouse for support, advice, and listening skills, they are aware that it can be tiring for their spouse and are determined to work to lessen the impact coaching has on their attention to their family. Coaching is a passion; it is difficult to turn off when the day is over and transition into being with the family.

A sub-category that emerged from the participants was, what I termed, role conflict. I believe this is probably a simplified term of a complex set of roles and emotions. This conflict pertains specifically to the family and the roles within it. Graham and Dixon (2017) refer to as "emotional spillover" as causing a strain within the family role with negative emotions that spill over from the coaching role onto the family role (p. 294). I understand they are referring the emotions and stress of coaching and how it effects their family life. While I agree with this term, to me, does not encompass the spider web of complexity of the coach's role as a parent and spouse. The inability to turn off the coaching aspect causes problems. Very few spouses want to spend the evening rehashing plays that went wrong, redesigning or creating plays, changing line-ups, or watching film. But I do believe the inability to transition to family time and the relationships within the family are affected differently based on the role of parent or spouse.

There were three branches that emerged from the role conflict that affect the relationships within the household. The first conflict is with the children and the team. I do believe this conflict is intertwined with time and attention as both of those are necessary to spend time with your kids; however, I also believe this conflict to be more complex in nature. The coach is going to spend time doing whatever he deems necessary, time is only one factor in this dynamic. There are feelings of guilt and desperation while

providing time and attention to one group at the expense of the other. Desperation is expressed through the tone of voice and the inability to please everybody and be present for everything. The desperation comes from situations where there is no winner and is amplified by feeling like someone is always disappointed with the decisions and outcomes. The guilt and desperation are amplified when a coach is leaving the team and does not have a chance to review information he wants them to have for a game the next day or correct technicalities like batting stance, or a position on the court during a play. Without fine tuning concerns, the coach feels guilty because he takes on the responsibility if this cost the team runs or points. In addition to the guilt with the team, there is guilt with the children of not showing up and being there to support them in their activities. When Gibbs leaves the field for one of our kid's activities, he feels guilt for leaving the field, but he also feels guilt for having to justify why he needs to support his own kids. He feels his team understands the need to support his kids, but our kids do not always understand why their Dad needs to be with the team and not them. It has gotten a little easier for the kids have gotten older, but it has not gotten easier for Gibbs. He understands that if he is not there for his kids when they need and want him there, their relationship may become damaged and difficult to repair. While he is not always there when they want him to be, he is always there then they need him to be.

Jack discussed situations that were very similar. He was not always available when his kids wanted him to be, but he, like Gibbs, made every effort to try to be there and was there when they needed him. He was fortunate to have the opportunity to coach Sam throughout his high school career in football and baseball. While he was not the coach directly over Sam, being involved with the same team allowed them to spend additional time together. Katie conversed about Jack making additional effort to attend events as the kids grew older and talks him trying to attend Cassidy's games and activities if he had the opportunity. All the coaches discussed the importance of communicating with the other coaches if they had a family event they wanted to attend. They all agreed that having a supportive coaching staff was key to trying to balance coaching and family; however, two of the coaches, Hudson and Randy, discussed the personal growth they had to go through in order to let their assistants run the practice. When discussing this dynamic, Hudson stated, "I have to trust those assistant coaches, and sometimes that is hard."

Sometimes it is hard to not be there, but I have done a better job of trusting them” (Appendix C, 769-770). Both mentioned the difficulty they had with that when they were younger and less experienced. As they grew into their role, they had to learn to trust their coaches, and themselves, to be able to step away from the team to tend to their family. Hudson pointed out that he finally came to the realization that if you do not have coaches around you that you can trust when you are not there, you should not have those coaches anyway. He went on to say, the key is surrounding yourself with other coaches you can trust to work towards the same goals.

The second branch that emerged from role conflict is directly related to coaching and the internal struggle coaches experience while watching your child(ren) participate in their athletics. Coaches also struggle with the internal debate that rages while watching his child(ren) being taught bad techniques by other coaches or questioning things like playing and position time. I believe this conflict is more intricate than the traditional conflict parents feel when they believe their child is not getting the playing time, or accolades, they deserve. I asked Gibbs if he experiences role conflict in his role as a parent and as a coach, more specifically, if he ever felt conflict in watching the boys play baseball and his role as a parent and wanting to coach them. He said, all the time, and went on to say he watches coaches teach the kids bad habits that he has to undue because they do not know how to teach the kids or do not understand intricacies of the game. In addition to learning bad habits, it is difficult to watch your child being coached by someone that does not understand how to coach children, interacts poorly with the athletes, and is unable to convey and teach the technical aspects of the game. I asked Gibbs once if he wanted to coach Patrick’s baseball team, and his response was a very quick no. When pressed, he said that he just wanted to be a Dad and be able to give Patrick his full attention. Every parent has those stories about coaches their child(ren) have had, that they do not agree with or just had distain for. While some parents might make their feelings about the coach known to their children, coaches, and their spouses, are aware it is not a good idea to make those feelings known to their child(ren) as it undercuts the coach to their child. This can lead to additional problems on the team if the player chooses not to listen to the coach or begins to display behavior that is disrespectful to the team dynamic.

Lastly, the third branch that revealed itself within role conflict was conflict within the parent/coach dynamic is the relationship the child has on his/her team and the treatment that child receives. This is the dynamic I have always wondered about, both positively and negatively affecting the child-athlete. The question that was asked was, do you believe coach's children are treated differently because of their Dad's role as a high school coach. All three participants answered emphatically, yes. I posed the same concern to Gibbs from time to time and he agreed with his counterpart as well as the attention can have a negative and positive impact. As I mentioned earlier, our son James played baseball for the first time this year. He has no experience playing the game yet made the team. We did wonder if he made the team because of his father's position. While his coach had complimentary things to say about James, the question remains if he would have made the team otherwise. Our other son, Patrick, also played his first season this year. His coach was so overly complimentary I became curious. However, through continued efforts to gush over our son, he disclosed that he is aware of Gibb's position and how highly his own son speaks of Gibbs. While it was nice to hear good things about my husband, it should not be the reason our son is on his team or receives favored treatment. We strongly believe our children should have to work for what they earn in their respective sports, and in some ways harder, because of Gibb's position within the community. While this resulted in a positive experience of being part of a team and learning the game, there are negative aspects to this dynamic.

There are times when the position of coach effects the children negatively. Hudson relayed an encounter he had with a coach that Chloe had while participating in recreational basketball:

Chloe played recreational basketball this year and the lady said, I picked her first in the draft, and I was like, OK, do I know you from somewhere, and it was we know you coach high school so we just figured you would coach the team...I was like, no, no, no, this is my season, I am not...I am going to miss some of the games, I am definitely not going to be committed to coaching these girls. If you kid picked my kid because her dad is a basketball coach so you assumed she is this kind of player and you assumed if I pick her, he will help me coach and pretty much do it...time out. (Appendix C, 1064-1068)

The coach that drafted Chloe to be on her team explained to Hudson that the only reason she drafted Chloe onto the team was so Hudson could help coach. He said he was floored for a few reasons. First, he did not want to coach the team as he just wanted to be a Dad and enjoy watching his daughter play. Second, he was in-season during this time period and it would be impossible for him to coach Chloe's team and his high school team. Third, his position should not have been considered when choosing her to be on a team. While he does not believe his position should affect his kid's athletic opportunities and experiences, he is aware that it does.

Our daughter had a volleyball coach this year that displayed very passive-aggressive behavior towards her. Gibbs and I discussed this situation several times, more so because it frustrated me tremendously. This coach would look at our daughter, then make a negative comment to the team. If Jane had a bad bump, she would glare at Jane and then yell at the team in a condescending tone that people need to move their feet. After this happened a few times, I stopped watching the practices from the bleacher section and started watching from the doors to the gym. This seemed to help, as long as Jane's parents were around, she would not do things like that during practices, but she continued to do them during the game. Gibbs started going to the practices after I explained to him what was going on. Her coach is intimidated by Gibbs and is very careful what she says when Gibbs is within earshot. We discussed addressing it with the coach, but after observing and listening to how this was affecting Jane, we ultimately made the decision to have a discussion with Jane. Based on the behavior we had seen displayed, listened to the way she talked to several kids, listened to the opinions of other parents, and the fact that it was a shortened season due to the COVID virus, we did not feel that addressing this with her coach would be in the best interest of Jane.

Jack also expressed similar wonderments if the athletic accolades and positions his children earned, especially Cassidy, were because of her skill or because of his position. However, he and Katie discussed more the conflict that takes place within their relationship as a result of different perspectives. Katie's viewpoint is from that of a mother and it can clash with that of her husband. Katie discusses that her first instinct is to defend and protect her kids when she says, "being a mom and a coach's wife, I have

probably lots of conflict with that. Where you know that motherly instinct to protect your kid, or whatever it is, has to...you have to keep that quelled and that is hard at times” (Appendix B, 661-618). She talks about how difficult it was watching Sam work so hard during practices and games but watching him sit the bench because he was not the best player. This was a conflict for them because Jack understood Katie’s point, and even agreed, but the coach’s job was to put the best players on the field, not the most hardworking. Katie admits she gets worked up and is the more excitable parent while watching the kids, to the point they cannot sit together at events. Katie explains, “...in terms of our relationship and watching the kids at games we don’t sit by each other. We learned a long time ago that it is probably best that we...because he can’t stop coaching and I can’t stop defending. I mean like, well, she’s trying to do this...and he is like, why is she doing that...” (Appendix B, 622-625). In the moment, that only angers Katie. In order to maintain peace, they arrive at the games together but sit and watch separately.

It would be easy to dwell on the difficulties of coaching and the additional pressure it adds to the family; however, it would be unfair to the position, and those that choose to pursue it, if I ignored the positivity it can add. This positivity is a byproduct of the position that both the individual and the family can benefit from. Even though there is always a certain amount of conflict lurking under the surface, the various roles coaches take on do provide enrichment. Damian Martinez (2010) supports this thought when he describes role accumulation, “roles bring with them privileges such that the privileges associated with liberties or freedom outweigh the obligations or duties of a role” (p. 141). With the different roles the coach acquires, there are benefits associated with them. Sam Sieber (1974) writes of four privileges associated with role accumulation, “(1) role privileges, (2) overall status security, (3) resources for status enrichment and role performance, (4) enrichment of the personality and ego gratification” (p. 569). While I believe it is important to be aware of all four enrichments Sieber (1974) describes, I do not believe all of them pertain to high school coaches. I do believe they may be more applicable to college coaches as they have greater visibility that leads to increased social capital, status security, and even status enrichment. Through the hard work and commitment they have for their programs, their name recognition alone provides enrichments that high school coaches do not experience. I could argue that high school coaches,

good ones, develop their own brand and name recognition; however, it is not near the enormity a college coach can experience. I could also argue the same for smaller colleges; however, they too build their reputation and name within their conference and developing relationships with larger schools that lead to additional benefits. An argument could also be made for coaches that have taken advantage of their status within an institution or exploited their role through using these four privileges. Again, I believe it important to note the four outcomes of multiple roles, but for high school coaches I will focus on two. I do believe that multiple roles provide a safeguard against failure in each role, teaching and coaching. I do not believe the two are mutually exclusive, you can teach without coaching and coach without teaching (but that is rare at the high school level). As school systems are increasingly finding it difficult to fill their positions with qualified teachers and they are unable to hire coaches to fill only that role, they are in a unique position to fill multiple roles within the school. Because of this, they do experience cushions against failure in a single role. Be aware, I am not stating they cannot fail in the classroom or the field, I am just making an argument that they are more insulated than non-coaches might be. When I asked Gibbs his thoughts through conversation, he said that he did not feel insulated, but brought up various situations of individuals that lost one of their roles through poor choices. To be clear, these choices were unethical and broke policy and in the role of athletic director and athletic administrator, but both maintained their employment in their primary job or guidance counselor and assistant principal. I explained that he supported what I was saying, the roles are not dependent on the other and the only way to lose one was through unethical behavior. Even though this is not directly related to family enrichment, there is comfort in knowing that as long as you work hard, handle yourself accordingly, and continue to make decisions that are in the best interest of the athletes, there is a certain amount of job security and that is essential to the family unit.

The second benefit I want to touch on for multiple role enrichment are the positive benefits for self. Graham and Dixon (2010) discuss this benefit when they write, “multiple roles can lead to a general increase in self-conception and a healthy expansion of personality” (p. 291). I believe this is healthy benefit coaches experience within their multiple roles as they develop into them. There are opportunities

for growth and reflection in each of their respective roles as they mature and work to develop their own style. Increased involvement and awareness in each aspect of roles can lead to greater personal fulfillment and positive experiences for those around them. Increased self-worth and fulfillment will also spill over into the family with more positive interaction and less stress.

Even though the last few paragraphs were specifically about the benefits coaches experience, there are equal, maybe even greater, benefits for the family. First, and I believe most important, when there is a break in the schedule, be it summer or winter break, the family time that coaching families do spend together is incredibly special. I am not saying family time that a non-coaching family experience is not special, but I am pointing out that because quality family time with a coach can be harder to come by, coaching families may take the opportunity to ensure it is meaningful and special. Gibbs and I always try to plan activities or a trip if he has down time. We are very conscious of doing things that will leave the kids with experiences and memories. Because they do miss out on their Dad attending their games and events, we try to make sure we have the opportunity to have dedicated quality family time. All of the coaches discuss times when they are able to get away and find an adventure as a family and how important that is to them.

There are additional enrichments the children experience as the child of a coach. They grow up on the field or court watching their parent interact with teenage athletes. This is a two-fold benefit. First, the kids grow up surrounded by a large playground. There are balls everywhere and, in some cases, large dirt piles to be climbed, lawn mowers to be included in pretend play, and plenty of people willing to play tag. Our kids loved to run through the sprinklers at the field, roll in the dirt, and run through them again. This was entertainment for hours. The kids also benefited from interacting with different coaches and teenagers. It helped them develop their language skills and how to talk to people. They also looked up to the players and wanted to be like them. It has also provided them opportunities other kids are not afforded. For example, our daughter, Jane, plays volleyball and is entering seventh grade. She enjoys this sport and wants to play at the high school level in a few years. We have discussed with her the opportunity to play high school volleyball while in eighth grade if she works hard. Jane was offered the

unique opportunity to become a manager for the freshman and junior varsity teams to include practicing with them and filling in when possible. No other seventh grader was, or has been, offered this opportunity. I attribute this opportunity for our daughter to be one of the benefits to having a coach for a father. All of the participants discussed the impact coaching has on their kids and believe their children have benefited from their coaching. Whether it was opportunities to play on different teams, learning the game more intimately at a younger age, traveling with the team on the buses, and/or experiencing the joyous celebrations after a big win, Hudson, Jack, and Randy all believe their kids gain different experiences as a benefit from their coaching that enrich their family.

There is another significant benefit coaching provides and that is a build in support network. Coaching families become part of a club, so to speak. We watch out for each other's kids, support each other when needed, and commiserate when possible. It is a unique support system because not everyone understands the demands and emotions that are involved. Even just conducting these interviews was cathartic. I was able to hear the emotions in the voices and empathize with those emotions. I noticed the glances between the spouses, sometimes nervous because there can be consequences to answering the questions honestly, and there can be a need for additional reflection on how a situation is being handled. My favorite parts of the interviews, though, were the conversations when the interview was over. There was laughter reminiscing about memories, discussion about what the future might hold, and lots of stories about the kids and their experiences. It was a reminder that coaching is like a family, built in support. Through the conversations, all the coaches discussed in some fashion how their children were looked after by other coaches. When they were in elementary school, there was this coach and that coach that would keep an eye on the kids and relay any concerns back to the parents. It is reassuring knowing there is another adult in the building that is watching out for your child.

WORKAHOLISM

After years of living with Gibbs, and his incredible work ethic, I began to wonder if he was addicted to working, more specifically, coaching. I gave thought to this theory as I watched him sacrifice time with his kids in order to provide services to his team, come home late, and constantly working to

make his program better. I also equated this to passion, which I do believe plays a strong role in the desire to work. While I deemed his time away as excessive, I was unaware of the guilt he experienced when he was away or, equally, when he was with us. During the reflection process of writing this dissertation, I wondered if there was a connection between workaholism and coaching. Bakker and Demerouti (2009) explain workaholism as, “Workaholism is an individual difference characteristic referring to self-imposed demands, compulsive overworking, an inability to regulate work habits, and an overindulgence in work to the exclusion of most other life activities” (p. 23). This description seems very accurate for the coaches that participated in this study. Each participant was asked if they felt they were addicted to coaching. What I found interesting was none of them liked the word addicted, they each had to clarify their understanding of what addicted meant to them. But in the end, all agreed they are addicted to coaching, but for different reasons. Jack indicated he can never turn off the coaching; he strives to help as many individuals as he can. He relayed that if he walked into our front yard and saw our boys throwing, he would stop and correct their motion and technique. He would not even think twice as he further explained that he had an opportunity to correct something before it became an issue. He and Katie agreed that he does this to his own children as well even if it was viewed as a detriment. He would offer unsolicited advice to Sam and Cassidy in order to help them improve their performance. Cassidy does not necessarily appreciate this advice as she is often only seeking a little encouragement, not an additional coach (See Appendix B, 551-560). Jack recognizes he may over-step from time to time, even though he has the best of intentions, and makes a conscious effort to encourage Cassidy, but not try to coach her. Hudson discusses two aspects he is drawn to, the good feelings that result from success and the competition. He relays the emotional high from watching your team perfectly execute a play, earn a big win, or receive an accolade. Hudson discusses the emotional high associated with competition and sheepishly admits to being addicted to the feelings that brings. He believes it would be difficult to be a coach if there was not emphasis placed on winning and the emotions it brings. Randy is captivated by watching his players improve and build upon their skill set and being part of something bigger than him.

Even though the terms workaholism and addicted have negative connotations, they seem to have a positive impact on the coaches. When they were answering the question, they started out awkward, but as the more they talked, the more animated they became. I believe they use this as a tool to build successful programs and develop their players. The mixture of unease and passion they showed in their responses indicated they are aware of their potential to overwork. I do believe one can work too much and become obsessive, this is a delicate balance that I believe the coaches are aware of and work to maintain. However, in order to be successful, the drive to succeed is necessary to complete all the tasks and develop positive relationships with the players. If they do not see their coaches working hard, they may not be as inclined to work hard. This can be said for the family as well, when our kids see their Dad working hard, they want to jump in and help or emulate his work ethic. However, I believe it is imperative to the family that there be down time and balance in order to avoid becoming burned out. In order to avoid burnout and additional family stress, coping strategies are necessary to help alleviate strain and stress.

COPING STRATEGIES

There is no doubt it is a challenge to balance the demands of coaching and family. Each coach seems to have their own routine and cadence that assists them in alleviating the strain and stress of the day. It seems as though no matter what decision is made; the coach always feels like he is disappointing someone. Sometimes this is true, and there is real disappointment, other times it is perceived disappointment that is derived from guilt. Either way, in order to maintain some semblance of balance, the coaches all indicated they utilize a plethora of coping skills to manage the stress. This stress can be substantial and effect the coaches mentally, physically, and emotionally. Due to the demands of teaching, coaching, and family, it can be difficult to separate the stress and manage each tentacle as the stress is layered. There are two types of stress that emerged, dynamic stress and a more static stress. Dynamic stress happens quickly, it flashes and recedes, but the effects and emotions linger. The second type is subtler and more chronic, it is ever present, like the pressure to win or teach and produce well-rounded students. However, most of the stress the coaches experience is a result of the different stresses from the different roles merging. Kate Hays (2010) describes the result of these merged stressors as, “a perceived

imbalance between environmental demands and an individual's coping resources and, as such, the responses to a combination of stressors, and the coping efforts of coaches, are likely to be complex" (p. 274). Because it is imperative the coach manages his stress, he may have developed several coping mechanisms over the years that he may utilize consciously or unconsciously. Richard Lazarus and Susan Folkman (1984) define coping as, "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p.141). As a result of the complexity of the stress, and the necessity to alleviate it, several coping skills emerged from the interviews. Those skills include leaning on a network of supportive friends and family, taking the long way home, compartmentalizing, and, most importantly, depending heavily on their wives. Each of these skills helps to decompress the stress of the day and allow for balance between work and home.

Building a network of supportive family and friends to discuss concerns with and vent to is one of the main coping skills Coach Hudson utilizes. He explains that he will call other coaches, a friend, or his father to vent about a game before he calls his wife. He expressed that it is important to him to get his frustrations out before he sees or talks to her to avoid "throwing it on her" (Interview 2, line 540). Anna appreciates this as she does not want to bear the brunt of his frustration and explains, "...he has already kind of let it out of his system. I think that before he brings it in, he has talked it out with a couple people on the phone, I think that kind of helps him leave it" (Interview 2, 541-542). While they still talk about the game and rehash plays or players, some of the stress has been alleviated by discussing it with others.

The second coping technique that was used is taking the long way home. Jack talked about taking longer routes home to have time to decompress and think through his thoughts when he says, "it took me twenty to twenty-five minutes, and that was good because I had to drive across the bridge into South Carolina by that time you got...it was gone...." (Appendix B, 654-655). When he takes the longer route home, he also has time to call his support group and vent. However, he did indicate that sometimes he does not want to talk to anyone while other times he calls his son or another coach to share an anecdote from the day or an idea that popped into his head. The quiet time allows him to work things out before he

shares them through discussion and compartmentalize his emotions. In addition to Jack, Hudson uses the time driving home to think about home and his family. He reminds himself that he needs to be at home and with the people waiting for him. He reminds himself that basketball is over for the day and it is time to be a Dad. He reflects that it is his time to catch up on his kids' day and whatever he missed out on. This is part of the day he truly enjoys as he considers this job more important than coaching.

Gibbs will also use this as a coping skill. He and Coach Jack will hang around after a game and hash out the game, what they can change, what they need to correct, and what is unfixable. If he talks to Jack on the way home, he will drive aimlessly around or sit in the driveway until the conversation is finished. Once it has been hashed and rehashed ad nauseum, there is point when it has to be let go. I asked Gibbs at what point he decides he has to let things go he responded that it is when you start talking in a circle or it cannot be fixed. Early on, things that cannot be fixed would gnaw at him, but as he has grown, he does not stew on things that are out of his control as much. All of the participants indicated that as they have grown and matured, they are more aware of how bringing the stress home affects not only affects them but their family as well. Bringing home negative emotions and attitudes does have a negative impact on the family as it can be difficult for the children to understand why their Dad is in a bad mood and not internalize it. It can also be frustrating because the family has a certain amount of time with their coach and they do not want to spend it tiptoeing around or waiting around for his mood to change. Even though the participants still bring home their stress, they have developed their coping skills along the way, so it is not quite so impactful on the family.

Another skill that was deployed upon arriving home was the use of compartmentalization. Compartmentalization has different connotation on psychology. I do not want to spend too much time dissecting the various meanings, I only want to focus on the consequences, both positive and negative of separating the emotions into various categories. This phenomenon is different for everybody as the emotions that are separated differ along with the experiences. Christopher Ditzfeld and Carolin Showers (2011) describe the process of compartmentalization as, "People with compartmentalized self-structures isolate their positive and negative self-beliefs by separating them into distinct self-aspects" (p. 112).

Everybody compartmentalized their emotions depending on the role that they are playing, we learn this how to do this at a young age and as we grow, and the complexity of our emotions grow, we learn to transition to different roles and emotions. Coaches compartmentalized many of their emotions upon transitioning from the different roles. They put the teaching aside to step on the court or field, and they put the court/field aside to enter the front door. It can be difficult to separate and leave certain emotions behind as one transitions into a different dynamic. Discarding some of these emotions at the door can be like placing helium balloons in a small box and trying to tape it down. At some point, the pressure will push them out and release them into the environment. Some emotions are subtler than others and can be contained better while certain emotions are more powerful. Subtle emotions include disappointment, frustration, agitation, satisfaction, and accomplishment. These emotions scaffold each other and eventually lead to more boisterous emotions like anger and excitement.

As our coach comes home to integrate back into the family. I find that it is very important to be able to gauge what mood he is in rather quickly, most of the time I can grasp an understanding of his emotional state by his tone on the telephone, but sometimes that can change if he has reached out to a friend prior to coming in the door. Just as coaches are in-tune to the emotional changes within their players, wives are intimately in-tune with their spouse's emotional state. Jonathan Chan and Clifford Mallett (2011), write of the "Being highly attuned to others' moods and emotions is a fundamental aspect of understanding what other people may be feeling or experiencing, and, in turn, conceptualizing others' needs" (p. 319). I believe it is beneficial to be aware of the emotional landscape of your spouse as it assists in helping him reintegrate back into the family. For example, when we have dinner as a family, everybody has an opportunity to share their highs and lows of the day, what affected them most positively and what was most negative. If my husband has had a horrible day on the field, I work to lessen the impact on the kids by making sure we relay everyone's highs and lows that day. I believe this helps him to refocus his attention and energy on his family. I am aware those emotions that he brought home do not evaporate, but he is able to put them aside until we can talk about them without the kids around.

For each of the three participants, they each compartmentalize their emotions similarly. They each use the previously mentioned mechanism first of reaching out to others in order to take the edge of their emotions by venting. Every participant discusses the symbolic door, representing the line of demarcation for leaving one facet of their life behind for another. They discuss what they do once they come in that assists them in the transition. Coach Jack takes a nap. He feels this not only alleviates some of the fatigue for the long day, but it helps clear his head and allows him to engage within the family dynamic. Coach Hudson and his wife Anna discuss the difficulty he has when trying to transition to home. Earlier, Hudson explained that he has done a better job thinking of home as he drives home; however, Anna discusses that this is not always a smooth changeover. Anna agrees that Hudson has done a better job in tempering the emotions and is making a more conscious effort to leave those emotions at the door. While it is not always easy or even possible, Anna explains that Hudson will come home and just want a listening ear, but there are times when she just does not want to participate. This can lead to either additional frustration at not receiving the support or a reminder that Anna worked a full day too, and good or bad, she is allowed to not want to talk about coaching all the time. Anna further clarifies that she really tries to provide the listening and support as much as possible, but after teaching first graders all day long, sometimes she wants to vent as well. Everyone transitions to home differently and when we strive to compartmentalize our emotions all day, we have to acknowledge them and deal with them in the appropriate manner. No matter how much we want to shove emotions aside and deal with them at a different time, the only place we feel safe letting them out is home within the safety of those walls with the people we trust and love the most. Sharing our emotions is not always comfortable as it also leaves us vulnerable, but in order to maintain a strong marital bond, we must be honest and receptive to our spouses.

The last coping skill that seemed most apparent during the interview process was the support that was received from their spouse. Doing the interviews was really a treat for several reasons. First, I truly enjoyed the opportunity to listen to these coaches. Second, it was good to hear they have some of the same issues Gibbs and I have, and it was good to commiserate with them. Finally, it was amazing to see

the love, respect, and honesty they have in their relationships. I have heard several times that being a coach's spouse is like being a single parent, and it is. I have heard that being a coach's spouse is the closest a civilian will come to military life and equate being in-season to having a spouse that receives a temporary duty assignment, and I believe this to be true. There is a great deal that goes into a solid, successful marriage. Among other things, each couple credits communication and understanding for their success in coaching. A spouse's relationship with their husband's mistress, be it basketball, baseball, football, wrestling, or golf, is a difficult relationship to navigate, but these wives appear to have figured it out. Each spouse was asked if they knew their husband wanted to be a high school coach before they were married, and each responded that they were aware this was an ambition; although, Anna and Katie did not know it would happen so quickly. Sydney knew Randy had observed his own father as a high school coach, as a result of this relationship, was aware that Randy would take a position as quickly as possible. Anna was surprised at the quickness Hudson was offered a position and admitted this added additional stress and resentment for the position. Anna pointed out that they started a family young, were married, and she was finishing school. She feels as though coaching robbed them of the early years of their marriage. Katie was a high school coach as well, so it was a natural fit for her and Jack but coaching three sports was a lot to adjust to once they started a family. She recalls when she had the flu with two children, a baby and a toddler, and not knowing how she was going to care for them being so sick:

I can remember vividly there was one point where I got the flu and he was on a wrestling trip somewhere. It was me, a toddler, and an infant and we had no family close by so I was sitting on the floor with...trying to keep them in one room because I felt so sick I almost called 911 and just thinking I can't do this by myself so he stopped coaching wrestling shortly after that. (Appendix B, 533-538)

It was clear through conversations and the interviews there is a mutual respect for the role each play in their family. The spouse's role is significant in that it offers stability to the coach. The wives are the rock of their families as they are the ones ensuring the family's needs are met, the household runs smoothly, and their husband has the support, both emotionally and mentally, to pursue his coaching role in a manner

he sees fit. I am not downplaying the role of the husband; I am simply pointing out the impactful role of the wife. Each of the spouses admit to taking on additional roles during certain times of the year. Anna described the feelings of loneliness as she takes on additional roles, Sydney compares coaching to having an affair when she explains, “it is very much like having an affair, like he said, prioritize. You need to make sure that your family knows they come first all the time because to me it is kind of the same thing as cheating on them” (Appendix D, 414-416). Katie talks about how overwhelming it can be trying to navigate their kids’ sports schedules, academic needs, household chores, and working full time. It became clear, through the emotional glances between the husband and wife, that the coach depends on the wife in an intimate way. Their bond was evident in the strength of their commitment to each other.

Even though it is important to find balance between family and work, it is clear that coaching has a tremendous impact on the family and that balance can be difficult to achieve. Sacrifices and compromises are essential to ensuring everyone’s needs are being met. Cal Ripken, JR., (2007) writes, “You have to set priorities, and sometimes concessions and sacrifices need to be made. But with a little bit of planning, and an understanding spouse, it can be done” (p. 174). I understand our family comes first, and if I asked Gibbs would give up coaching; however, it would be asking him to change who he is, and I do not believe that is fair. While the participants shared various successful coping strategies and the desire to leave it at the door, it seeps into every aspect of life. Ripken, JR. (2007) explains his view on the family-work relationship when he writes, “I’ve always believed that the personal and professional aspects of your life are not two different things” (p. 174). As hard as coaches try to leave it behind, it is difficult because it is a part of who they are, it is a part of their being. There are times when priorities need to shift or completely change for a specific circumstance, but that does not mean the coaching stops. It does not mean one is more important than the other, it means that there is a certain set of priorities for each coach, and with each participant, and my husband included, family is always first.

CHAPTER 5

TYING IT ALL TOGETHER

PREVIEW

This chapter will focus on tying everything together. The first half of this chapter will include reflections from myself and the participants. The scholarly works of Sonya Nieto (2005), George Sage (1987), and Jeffrey Graham and Marlene Dixon (2017) were utilized in this chapter. In the second half of this chapter, both the coach and the wives share advice they would provide younger coaches in the context of coaching and communicating to the future spouse what coaching requires. The couples also reflect back on what they want their kids to know as they have watched their mother support both their father and them. There is also reflection on what they want other educators and administrators to understand as well as their own personal reflection on what they hoped to instill in their students and athletes. Lastly, I will tie all three roles together.

PERSONAL REFLECTION

In this dissertation inquiry, my goal was to examine the emotions high school coaches experiences in their daily lives as they transition from the classroom, to the field, and to home. In order to complete this task, I needed to understand how athletics has impacts my life. In order to have a better understanding of who I was and who I am now, I needed to embark on a self-reflective journey as I examined the various scholars that impacted my writing. I reflected on situations I wish I had handled differently or times in our marriage when I could have been more understanding. For example, when I was still working, and we had all three kids, if he was unable to stay home with a sick child, I would get angry and frustrated because, at the time, it felt like he thought his job was more important than mine. In hindsight, I understand that was not the case, but it took reflecting on my behavior, his duties, the stress it brought to our life, and growth from both of us to be able to make peace with situations like that. Through the reflection process, it was necessary for me to share parts of my life and experiences through autobiographical writings. As a result of sharing these stories, I was able to relive the emotions associated with the experiences and deal with the directly instead of burying or ignoring them. Even though I did not

directly interview my husband, I asked him a lot of questions, listened to his answers, and incorporated them when I needed to. I want to take a moment and acknowledge the patience and learning my husband and I have undergone during this process. It is important that I acknowledge all his roles as a husband, parent, coach, teacher, uncle, son, brother, and doctoral student. It is because of the impact his coaching has had on us that I was able to focus in on what I wanted others to learn about the dynamic of a high school coach. Because of the combination of autobiographical writing, comprehensive literature reviews, and interviews, I feel I have just scratched the surface on what this topic has to share with us.

As I mentioned above, this topic was always personal to me, and because of that, I tried to examine the challenges with fairness. Even though I tried to examine this topic with neutrality, I am quite sure there is bias involved based on my and my husband's experiences. As a coach's wife for eighteen years, I reflected on what I wanted others to learn about the complex dynamic of high school coaching. I knew I wanted to share the impact coaches have on the school, their teams, and their family, but I also knew I had to narrow my focus to what I believed would be the most impactful. Through the reflection and research process, I was able to identify questions I wanted to explore in each of the three dynamics, as teachers, as coaches, and as parents/spouses. Some of these questions include, what are the emotions teacher/coaches experience throughout the day, what emotions are experienced as coaches' transition to the field/court, are there any coping skills utilized during the transition to home, and, finally, how has coaching impacted their marriages. I was able to examine these questions, and so much more, through the various lenses of examination. Because of the information I collected and examined during the research and interview process, I feel I have a better understanding of the complexity of a high school coach. Most importantly, I feel I have a better understanding of what drives my husband to be the best teacher, coach, and spouse/father. Because of this newfound understanding, I feel I can be a better support for him. In addition to learning more about this dynamic, I wanted to educate administrators and other educators about the complexity of high school coaching. This job does not end when practice ends or when the season concludes, it is a year-round, twenty-four hour a day job. When other educators are going home at three, they are just starting their next job. I understand many educators work second jobs, but I am certain

those jobs end when they clock out. I am also aware coaching is a job that is chosen, but there is a passion for the athletes, the game, and the competition that drives them to do all they can for their athletes.

Because of the relationships they build with their players, they become a second family and like any family, you worry about them, check on them, and want to do what is in their best interest. I hope I was able to convey the emotion within each dynamic and the importance of each role.

As this dissertation draws to a close, it is important to acknowledge the authors I utilized to support my own writing and research. It is equally important to acknowledge and explain where my work fits into the already existing vast genre of Curriculum Studies as I believe this dissertation significantly contributes to this educational field. One of the reasons I believe this study to be impactful on Curriculum Studies is because of the role athletics has within our educational system. Athletics has tremendous impact on our high schools, whether it is for those that participate in athletics, or those that attend the events to support a friend and/or listen to the band, or socialize. There is a great deal of research on how coaches effect their athletes. It is equally important to examine the impact this role has on the coaches themselves and their families. The men and women that stand behind their players have a unique and important role within their schools that impacts their students and athletes. Even though there is research and scholarly work available on each individual role, the teacher, coach, and parent/spouse, there is not a significant amount containing all three roles. Nor is there a plethora of literature on the emotions and impact coaching has from the coach's, and their families, perspective. Because of this void, I was able to explore and draw upon different authors in order to support and compliment my writing and research.

This is a multifaceted examination of the emotions and experiences of coaches. Because I was examining individual segments of someone's experiences, I did not feel there was one framework that was beneficial. As a result, I used literature reviews to examine each component of the coach. Not only did each author contribute to Curriculum Studies, but they contributed to their own fields. While examining the teaching profession, I believe we must admit this is a difficult field to be in right now. However, it was refreshing and inspiring to draw upon the works of authors like Sonia Nieto (2005) and Jennifer Welborn (2005). Welborn (2005) very simply reminds us, "We have a powerful influence on

students” (p. 17). Nieto (2005) also reminds us that there is hope for our schools when she writes, “...only when all children have access to teachers who are competent and caring and in schools characterized by fairness, enthusiasm, and high expectations” (p. 5). It is contributions from authors like these two that continue to influence teachers, and future teachers, to enter the profession. It is increasingly important Curriculum Studies programs continue to introduce their students to influential authors.

It is clear Jack, Hudson, Randy, and Gibbs value their teaching career. Even though they identify with their coaching a little more, none would be where they are at without becoming a teacher. The authors I utilized to examine the emotional effects of coaching has had an influence on Curriculum Studies as well. The emotional responses within the context of high school coaching appears to be a topic that is growing. Again, there are extensive contributions as to the effect coaches have on their athletes, but not quite as much as to the effect coaching has on coaches. Whether it is the pressure coaches feel to win or give all their energy to bettering the team, there are consequences to these issues and it is important we understand them. In order to examine this aspect of the coach, I turned to Michael Miragliuolo (2014), Michael Coffino (2018), George Sage (1987), and Eric DeMeulenaere and Collette Cann (2013). Not only does the stress, emotions, and workaholism affect the coach, but it has a trickle-down effect to impact players, students, families, and the community. Sage (1987) reminds us, “American high school athletics is unlike athletics anyplace else. There is a great deal of public interest in the teams, large crowds attend some of the contests, and community spirit and reputation are often linked to the teams’ performances” (p. 214). This reminds us there is increasing pressure and public visibility these individuals are exposed to that not only impacts them, but their family as well. Because of this and the participant’s identities so closely tied to their coaching, these scholars helped me navigate the complexities of their emotions as they strive to meet the obligations of being a high school coach. It is this dynamic, this is an increasingly important research topic in Curriculum Studies. I believe we have largely pushed topic to the side, in part because the emphasis placed on high school athletics can be hotly debated. However, the contributions high school coaches make to their institutions, and the field of Curriculum Studies, should be acknowledged.

Just as coach's contributions to their team and high school should be recognized, so should the role of the family. I believe this to be very important as it recognizes the impact and sacrifice made by the family. I believe this to be a great addition to Curriculum Studies as it emphasizes the importance of family to the coach. I do not believe every coach needs to be married with children, but for the purpose of this study, I wanted to examine this specific dynamic. While I was pulling resources together, before I began to write this dissertation, I was introduced to the writings of Jeffrey Graham and Marlene Dixon (2016, 2017). Their writings were the only articles I found that examined the dual role conflict of work-family conflict, in this case, the father-coach role. Their articles were also the first to introduce me to the work-family conflict. I believe the examination of this conflict has a role in Curriculum Studies. There several dichotomies that are given a voice through Curriculum Studies and, in my opinion, this needs to be examined as well. This family-work conflict is not unique to any family, and it does not matter what that family make-up looks like. Whether the family is traditional, nontraditional, gay, lesbian, transgender, there is role and work-family conflict found in every family unit that deserves to be examined.

Because this was such a personal examination, there were times I took on many of the emotions I read about. When this happened, I had to stop, reflect, and remind myself why I was doing this and what I wanted to learn and share with others. I wanted to provide an honest, accurate understanding of the experiences and emotions that are encountered. I used the interviews to gather additional information and stories from the three participants and their wives. Once I interviewed them and transcribed the information, I was able to being to analyze the information and for themes and subthemes. I chose not to present the interview findings in the traditional method of sharing this information in one chapter. I believe it would be more beneficial and impactful to weave the findings though out this dissertation to show how deeply entwined high school coaches are within their school and athletic community and how emotionally involved they are with their students and athletes. This was also beneficial to listen to the depth of commitment they have for their family.

As this chapter moves forward, there are several reflective topics that the participants and spouses share their insight. The goal of each section is to share the reflection, guidance, and advice the coaches and their spouses have to offer. There is one particular section that was difficult to write about, this section is called Protection of Spouse and Family. This section centers around the public criticism coaches receive due to their choices on the field. High school coaches are an increasingly public figure in our society. While I do not necessarily agree this position should rise to prominence, society disagrees with me and thusly, coaches are public figures. As a result, this section is dedicated to the emotional reactions the wives have when they are in the unfortunate situation of listening to disparaging comments about their husband.

ADVICE TO YOUNGER COACHES

As the interviews were concluding, I wanted to understand better what advice each coach would provide to a young teacher who was considering entering into the tangled web of high school coaching. It was very interesting to hear the guidance each would give as it was based on personal experiences. The guidance that was provided offers a glimpse into what each has struggled with through the years. Jack's response was very candid and honest. His advice was four-fold. His first piece of advice was, "...you don't know as much as you think you do. You got to think about the bigger picture before you worry about you little pieces you are putting in there because you got to build piece by piece" (Appendix B, 905-907). He goes on to explain there are forces beyond your control, like society, family, and school policies, and you must consider what is in the best interest of the student-athlete. He discussed how the older coaches have something to offer younger coaches, but younger coaches tend to have an us against them attitude. The tone of his voice became wistful and disappointed as he brought up his second point. He relayed a story of when he was a younger coach. He said that he was standing around the football field one day and complaining. An older coach ordered him off the field and Jack questioned him as to why. The older coach barked that he was doing nothing but complaining and sounded like the kids, he continued, if you don't like something then do something about it instead of complaining about it. Jack said this taught him two things. First, doing something is better than complaining, and second, there is

something to be learned from every coach. He reminisced that reflecting on what the older coach told him not only helped his coaching, but it helped him as a person as well and how to deal with others. His third piece of advice for younger coaches is to not take everything so personally. He discussed how everything can be taken as some kind of attack, especially in today's society, but you have to let it go and move on. Jack's final piece of advice came from an experience he had with a younger coach this year. During a meeting, he listened to a younger coach place blame on others for decisions he made during games that cost the team wins. Jack explained that he did not say anything to the other coach, but his last piece of guidance is a result of that meeting when he states, "...that would be what I tell a young coach...get out of your own way, learn from everybody around you, you are going to learn something from everybody around you...at least you should be able too" (Appendix B, 942-944). I believe Jack's advice is very timely. Some of his advice centered around learning from others, reflecting on what was learned, and change what needs to be changed to be a better coach. In a profession where everyone has an opinion on how you do your job, it will be incredibly difficult to move forward if you dwell on every criticism or comment. He was the most experienced of the participants and a far-away look would come over his face as he went through memories and experiences searching for the advice he would provide. It was important to him to pass his knowledge along to try to help someone avoid issues he experienced.

Hudson offered additional guidance to younger coaches on several fronts. His first counsel is on priorities as he stated, "I would definitely tell them to get their priorities and make time for them" (Appendix C, 1140-1141). He discusses the importance of keeping them in a specific order because there are times when you will want to rearrange them based on the time of season or how the season is going, but you cannot change them. He goes on to say, "family has got to come before the sport and the coaching...as much as there will be times when it will shift and look like one is more important than the other, you got to come back to it and keep it in check" (Appendix C, 1142-1144). He explains that he wishes someone had provided him that guidance as he was embarking on his career. As a result of his experiences, he works hard to impress upon his assistant coaches that family is the priority and encourages them to attend as many family events possible. The second suggestion he makes is to trust

those around you and let them help and support you. Hudson became more animated when he discussed, “I would tell them that, you are going to have people in your corner whether they are on your coaching staff, friend, or family, and you have to learn how to use those people. If you try on your own, you will drown” (Appendix C, 1153-1155). Hudson also discusses that trusting and depending on those around you is important to helping you be able to keep your priorities in order.

Randy’s counsel is very similar to Hudson. He states, “Learn how to prioritize” (Appendix D, 410). He talks about how important it is to have your family along for the journey. He is adamant that if you have your family along, bring the kids to games, and having them understand what you do, can avoid several issues that include your spouse always asking where were you and what were you doing. Sydney made it a priority to always be where her husband is in order to help keep the family a priority.

Finally, through conversation, I asked Gibbs his advice to younger coaches and he said, “Don’t do it.” All joking aside, his advice is to make sure you understand the commitment it takes to do a complete job, not just the coaching part, and that it can be very taxing on the school end and family end. He said there is a lot more to coaching than just instructing an athlete to throw better, there is paperwork and field maintenance and other things that are required. He said it can be challenging to balance coaching with teaching and coaching is not easy due to the time commitment. He said it is important to be able to navigate all three roles, and if you cannot do that successfully, you will be fired from one of them.

Even though all four coaches have different experiences, their advice fits together like a puzzle. Their perspectives are different based on their roles within their sports, the sports they coach, and their experiences throughout their career. Gibbs and Hudson harbor the memories and emotions of being forced out of their sports, and their coaching roles, as a result of parental and political pressure. Their outlook differs from Randy’s as he has been well insulated by his administration from significant parental and political pressure. As I mentioned, Jack has the longest coaching career and has only been indirectly affected by parental and political pressure. Because of these experiences, their guidance is complimentary of each other, each providing counsel on how to avoid certain pitfalls they have experienced throughout their careers.

ADVICE TO YOUNGER COACHES FROM THE WIVES

Just as I was curious about the guidance these seasoned coaches would give younger coaches, I was just as intrigued by the counsel the wives would provide to the young couple. They did not disappoint. To get the ball rolling, I will provide you the suggestions I would provide to young couples. First, communicate with each other. Do not be afraid to tell your husband that you need additional emotional support from him, whether you are lonely, frustrated, or whatever, be honest with your husband about what you need from him and listen to what he needs from you in return. Open communication will help to solve, or at least find compromise, on many issues you will encounter. Second, be supportive. It is important to attend as many games as possible. I did not realize how important it was to Gibbs for us to attend his games until he asked me once why we did not come to one. He forgot we had a previous commitment that night, but the look on his face was pure disappointment. As a result, I asked why he never told me how important it was to him that we support him, and he just shrugged his shoulders. Finally, coaching is a huge time commitment. Make sure you understand what is involved in high school coaching and be honest about the enormity of the obligation, communication is key.

Katie offered her sage advice when she advised the wife that she will be alone a lot and to be sure to communicate when it was too much or when help is needed. Just like a coach cannot do it alone, neither can a wife, especially when children are added to the family. Katie smiles when she remembers her kids growing up on the fields and how they benefited from that, but that also means being involved in what your husband does so you are able to understand all that coaching entails. She did make the point that you need to communicate when you are frustrated, but even when you are frustrated, you need to be involved.

Anna is in the unique situation. As I mentioned earlier, her son, David, is beginning his coaching career and is engaged to be married. They have first-hand experience of trying to guide David and his fiancée through the coaching waters. Anna explains that while his fiancée is happy and involved with coaching now; however, they are not married yet, she is not working, and they have not added kids. Once the dynamics change, so will those feelings and they will need additional support. Anna and Hudson talk

about the necessity to mentor them through difficult times, but that David needs to be honest with her. Anna talks of the necessity of honesty when she says, “You have to understand what you are getting into...you need to be aware and upfront and honest with someone you are going to spend your life with” (Appendix C, 1170-1171). Hudson adds that part of that honesty is being aware. That awareness includes politics and the reality that you might have to move, either physically or to another school and with that move comes the loss of a community you have become embedded in. Even if you only move schools, and not physically move, loss will be experienced as you leave one community to enter another. You have to be open to the possibilities of what could happen.

Sydney also offers her words of wisdom. She was aware her husband wanted to get into coaching right away. Her counsel is this:

...if coaching is what your husband wants to do and that is his true love outside the home, then you need to support him a hundred percent and either learn to live with it or have a really big conversation. (Appendix D, 418-420)

Even though she was aware of his desire to coach, she relays that she was unaware of the enormous time commitment, but she jokes that she quickly learned. I asked they had a conversation regarding the time commitment because Randy knew what it took since he watched his father coach. She said they had not, but that was always what he wanted to do.

Just like with the advice the coaches gave, the advice the wives gave fit together like a puzzle. There are many components that must work in concert with each other in order to allow these fluid situations and relationships to not only survive, but to thrive. Without continuous communication, compromise, and support, the dynamic between the coach and his family would suffer. It is because of the strong desire to have a good marriage, and a solid family, that they continue to do the hard work. The wives have a unique perspective to not only see how it affects their own lives and emotions, but how it affects their children’s lives.

PROTECTING YOUR COACH AND FAMILY

One of the topics that it became clear I needed to address are the emotions involved when a coach's wife hears parents criticizing her husband. As a spouse, it is incredibly difficult to hear your husband spoken about in a derogatory manner, especially with your children next to you. The participants were asked how they handle hearing their husbands criticized during a game. Katie's eyes narrowed a bit when she explained how she reacted when she, "pursed my lips, and said a lot of things in my head" (Appendix B, 701). She explains that she very rarely says anything to these individuals, but she does relay the conversation back to her husband. She expounds that she does not attend as many games as she used to, and the parents may not know who she is anymore, if they know who she is, they usually keep quiet. She did alert the offenders when the kids were little that they needed to watch what they say because they were talking about her children's Dad. She reiterates, "I get angry...I get fired up about it, but I usually don't say anything" (Appendix B, 714-715). Anna talks about moving around the gymnasium to find a quiet location where she cannot hear parents or fans talk about Hudson when she states:

Most of the time I try to sit in a different area that I won't have to hear that. Sometimes it is just hard depending on the size of the game, if it is a big rival game, sometimes it is unavoidable, but...um...most of the time I just stay quiet, I could think of a few times that I just reminded those people that I am his wife and those are his children that are also hearing that. (Appendix C, 929-932)

She says they criticize everything from playing time to disagreeing with the plays that are called. She discusses that parents are great and love you when everything is going their child's way, but they turn on you quickly when they believe their child is being slighted. Parents do not have any qualms about sharing their opinion when they believe different plays should have been run or different players utilized. Anna also indicated that she usually does not address someone openly criticizing her husband, but just as Katie did, she did address it when her children were younger and exposed to derogatory comments about their father. There have been many times, if she cannot escape the criticism, that she just leaves the game altogether. Sydney was the most spirited in her response. She states, "I am an in your face type of girl. I will choose not to respond or I will tell them exactly why he made the decision he did" (Appendix D,

308-309). She discusses that sometimes she just teaches them about the game and explains that the athlete could not accomplish what you are asking them to do, she also reminds them that they are still children and the adults need to behave accordingly. All three ladies indicate that they will sit with the fans, but will frequently get up and move in order to avoid a confrontation or remove themselves from a negative situation. In addition, all three watch how they react because they are aware they are all employees of the school district and do not want to cause additional issues by attracting attention for their responses.

I will freely admit that I do not sit with the fans for this reason. I do not trust them to be able to keep their personal opinions to themselves and relegate their discussions to their homes. I understand everyone has a right to their opinion, I just believe there is a time and place to share them and the field or court is not the place to expound on your opinion about a coach. I also believe this behavior undercuts the coach and that is a dangerous situation when their child-athlete is expected to adhere to the rules and culture of that team. This inadvertently places the player in the middle. I do not stand behind them and decry every error their child made or point out the error in their swing that caused the great strikeout of the seventh inning. Even if I cared enough to do this, it would cause additional stress for my husband. Like the other wives, I also work for the school system, in fact, my classroom is two doors down from my husband's room, so I am careful to watch my behavior. However, if there ever was a time when I spoke up, it would be because the verbiage was offensive and needed to be addressed. I absolutely believe my husband would support me, and, as his wife, I have the right to defend him.

MESSAGE TO THEIR KIDS

Every family is unique and has its own dynamic. What I hope, though, is that we all share a common desire to be good role models for our children as both individuals and as a married couple. I asked each person what they hope their children take away from watching them support each other and what they had to say was very candid. I am going to start with the wives as I asked them first what they want their children to learn from watching her support her husband. Katie had to think on this for a minute, making eye contact with Jack. She stated that she hopes they learn that she is proud of Jack when she states, "I hope they see that I am proud of him for being a good teacher, a good role model, and a

coach” (Appendix B, 998-999). She continues to say that she hopes they see that she communicates well and supports her husband. Sydney hopes her children learn that marriage is being fully committed to your family one hundred percent. Anna hopes that her children see her committed and supporting her husband whole-heartedly when she states, “...to give your best even through difficult times when something does not always go your way, that you just continue to do what is right” (Appendix C, 1211-1212). She also expresses the hope that they learn to stay true to their character and who they are as they experience their own struggles as they grow and mature.

Their husbands were asked the same question, what do they hope their children have learned from watching their wives support them. Hudson says, “I definitely want them to know that it is a team” (Appendix C, 1199). He does on to talk about the impact Anna has on their children and he hopes they understand that she can be there mom and support them, but she is also his best friend and biggest cheerleader. He also hopes they understand the sacrifices she makes for herself when he states, “...a lot of times coach’s wives give up their hobbies or their outlets or things they want to get involved in to ride the same train you are on and being a co-pilot...that is a huge sacrifice they have to make in that huge role” (Appendix C, 1204-1206). Hudson reiterates, “... successful coach’s wives are the biggest example of making a sacrifice for their husbands” and he hopes they takes that with them into their own marriages someday. (Appendix C, 1207-1208). Randy talks about the support that comes from his wife. He states, “Knowing that the support is there, that is how you treat family and that is what you do” (Appendix D, 499). Without the family’s support, he could not be a successful coach. He hopes his kids understand that support is what you provide to each other. Jack talks about dedication. He articulates that he is aware that they are aware that she is not always happy, that she gets frazzled at times, but that she takes care of her children and supports her husband. He hopes they project a positive relationship for their kids to look to for guidance and as an example.

MESSAGE TO ADMINISTRATORS AND OTHER EDUCATORS

Each coach was asked what they would like administrators and fellow educators to know about high school coaching. This question was met with groans, actual groaning noises, eye rolls, and even a

fist on the table. I did not realize there was such frustration when thinking of administration, especially in the middle of June. I should have known, though, as there is always frustration with administration for some reason or another. It was not just the coaches that had messages for administration and educators, the wives were quick to jump in and offer their input. Jack wants them to know that there is way more that goes on behind the scenes than they will ever be aware of. Jack's frustration was evident in his tone as he describes the pressure from administration when he says, "...for as much as you worry about them making your school look bad, as much as they are in the news, they are also the ones that make it look good" (Appendix B, 1017-1019). Jack's point was coaches work hard to make the school to look good, or at least not make it look bad, but coaches are the only consistent presence in the school. They are the first ones to volunteer for school events and the last ones to leave at night. He further elaborates on underappreciation for coaches and taking advantage of their willingness to help, to the point of feeling guilty if they are unable to help or perform a duty that is outside of their job prevue. Katie jumps in and discusses the intensity of coaching and how there is a tremendous responsibility to the school and to the athletes, it is not about showing up of a game, walking on the field, coaching a little, walking off and going home. Jack's tone takes on an edge of anger when he talks about all the things coaches are expected to do, but when you ask for something that would benefit the athletes, coaches are told no right away. Most of the time it is not an issue of money because they do not ask for things that are costly, coaches know better. But he does advise, do not just say no immediately, find a way to help and support the coaches, athletes, and programs. I did not think about this during the interview, only upon reflecting on this statement did I begin to ponder if this quick response is a form of power that the administration uses to maintain the upper hand.

Hudson also does not believe administrators and educators are aware of the commitment coaching entails. He wants other educators to know coaching is a second full time job, without a set time to be off the clock and he wants them to understand the sacrifices coaches make when he says, "I want other educators to realize the sacrifice a coach makes because they are doing the same job that they are doing, plus another whole job with another set of kids and another set of issues" (Appendix C, 1267-

1268). Hudson further explains he understands there are many teachers that must work a second job; however, his point is when they clock out, they leave the job there and they are getting paid for the hours they work. He does not want to downplay teachers working a second job, he just wants educators to know that is not the case for coaches. He starts chucking when he said coaches are not there for the pay as he states:

If you break down our pay it is probably a penny an hour, so we are definitely not coaching for the money aspect, you are definitely coaching because you love the kids, you love the relationships, you love the competition of the sport, and you want to continue to make an impact on those kids. (Appendix C, 1277-1279).

Anna jumps in with what she would like educators to understand. She discusses the impact middle and high school sports has on the student-athletes. Hudson agrees with Anna and excitedly interrupts to add his thoughts. He discusses the importance of athletics for all kids when he states, “to a seven-year-old playing little league, that championship game is their Superbowl, that is their World Series, that is their biggest thing” (Appendix C, 1286-1287). He goes on to ponder that for high school athletes, that is their life, job, for many, reason for being is school, and even stability, “how many times we wait around an extra hour to take a kid home after practice, how many times do we feed these kids...for some, we are their meal ticket and now we don’t know if they are going to eat” (Appendix C, 1292-1293). In addition to the providing food, they discuss the stability coaches offer their players. The players spend several hours a day with their coach either at practice or games. Because of this time together, a coach can be more aware if the player needs additional emotional or academic support and can work with the appropriate individuals to ensure the student-athlete receives the necessary care. It is clear that Hudson and Anna feel a deep commitment to the girls on his basketball team, they become his second family, and his desire to nurture and take care of them is evident.

Randy and Sydney had similar thoughts to share. When Randy was asked what he would like to share with other educators and administrators, Randy had this to say, “I think the amount of time they don’t know that you work, the time you spend working on the field, the time you are out there mowing

the grass year round, edging grass, or spraying round up, when the family helps you top-dress the field...”

(Appendix D, 452-454). Sydney interrupts to add coaching is a lot more than teachers realize:

They work a seven to three kind of job, now I know a lot of teachers take things home and they want their students to succeed, but it kind of ends there...so this is a lot more time consuming...like oh, you are just a coach...no, there is a lot more to it than that.it does not end when you walk off the field, and it is incredibly time consuming. (Appendix D, 456-458)

She is also quick to point out that the relationship between the coach and the players is different, life-long bonds are built through the positive impact coaches can have on their athlete’s lives. Randy quietly gains the conversation back when he states:

...as far as being a high school coach, you have to understand you have to put the time in...it is not just coaching on Friday nights for football games or game days for baseball. You have got to be there for all the practices ...to help with the field work. It is twelve months of the year, not just the three you are playing games. (Appendix D, 467-470)

Sydney elaborates that it is not just coaching, it is the fundraising, ensuring the players are eligible, grade monitoring, checking in on emotional and mental health, ensuring they are fed, and filling a lot of different roles, it is not just walking onto the field for a game.

All three participants shared very similar thoughts, they want administrators and educators to better understand the time commitment involved. Coaches are a consistent presence in the school, some are there to turn on the lights in the morning and some are there to turn the lights off at the end of the day. They are present when additional volunteers are needed, and their commitment to the school and their programs are admirable. In addition to their commitment to the school, they are also committed to their athletes. Through the time they spend with the athletes, they become a stable figure in the lives of their athletes. Because of the stability and consistency, they are able to have a tremendous impact on their players. Coaches are often the first person teachers contact if a small discipline problem arises or if grades begin to decline. For teachers, coaches can be the first line of defense, even before contacting a parent, in

expressing concern the hopes of helping a student. The influence a coach wields can be tremendous.

While I am focusing on the positive impacts coaching has, I want to insert a clarification here as there is a counter argument that can be made. I understand there are bad coaches out there, coaches that do not want to put the time and effort into their program or their athletes. There are coaches that are in the profession for their own glory and pride, to relive their own personal accomplishments, and to create an empire at the expense of the players. This counter argument could lead to an expansion of research and lead to additional findings examining the negative impact coaches have on student-athletes.

COACH'S REFLECTION

As the final question to their interviews, the coaches were asked to reflect on what they wanted to accomplish from their classroom, their field, and their family. The first question asked what they desired to take from their classroom and their teaching career as well as what they hope the students take from it. Jack reflected that he aspired to help people in any way he could. He wants to leave a positive impact on society in some way. He states, "...that I added something to society in some way, a positive way, because, I mean, you can take all you want from it, and there are only so many chances to add to it" (Appendix B, 159-161). Jack's goal to leave a positive impact on society can be seen through his teaching as he focuses on including life lessons in his curriculum whenever the opportunity is available. While he stresses the importance of teaching the curriculum, he tries to tie lessons to it that they can relate to and draw upon as they grow and mature. He indicates these are the lessons the students enjoy most and request, so when he can, he obliges them.

Hudson discusses his hope that they learn skills that are able to help them develop of love of a sport or pastime. He hopes that the skills and lessons he utilizes in his elementary physical education classroom stay with the students and encourages them to participate in healthy activities as they grow older. He also focuses on social skills, especially in a time when kids are extensively using technology. He strives to incorporate and emphasize communication and interaction skills as a way to combat texting and social media. He works hard to provide a learning environment that will help encourage a well-rounded education and skills that can be built upon as the students grow and matriculate through their

education. Randy's wish is that his students learn that self-discipline is necessary in order to work towards something in life. He hopes they understand that working towards anything requires a set of goals and hard work to obtain those goals and dreams.

As they leave their classrooms for the field, there are several things they have learned about themselves over the years as they have reflected back. Randy discusses his goals for his coaching when he states, "for the kids, both boys and girls, to enjoy their playing time, to enjoy being a part of something so they learn how to be a part of a team and they can compete as one group" (Appendix 205-206). He admits to mellowing out over the years and being able to now see the bigger picture involved rather than each game as its own battle. He laments that as he has grown, and had his own children, that he has calmed significantly, and that big wins or losses do not affect him emotionally as tremendously as they used to. He is in a place in his career where he can relax a little because he has proven himself and his character through the consistent way he has interacted with his athletes and conducted himself as a coach.

When Jack was asked what he wants his players to remember about his coaching, he laments that he hopes his players remember him as being fair and trying to incorporate life lessons on the field. This seems to be a question Jack struggles to answer as a far-away look comes over his face and his voice lowers, it is no longer the loud, out-going voice I have become accustomed to during his interviews. I believe this is a difficult question because it opens up vulnerabilities. It can be a scary feeling to pour your heart into something only to not know if you were successful. I cannot be certain of this because I did not ask him why this was a difficult question to answer, as I write and think about it, I should have followed up on this. Jack had an easier time of answering what he wanted to take away from his coaching, when I inquired as to what his ultimate goal as a coach was, Jack responded that his goal is to survive as he laughs. He talks about moving from the younger years, when a win or a loss dictated every emotion, to his more mature years and does not let a win or loss affect him as greatly. He does explain that he has found solace in taking his frustration out on activities like cutting grass and weed eating, activities that can be done by himself. He does express regret that he may have missed out on things when the kids were

younger or time spent with his wife, but that is why he is taking care to spend as much quality time with his family as he can whenever the opportunity arises.

Hudson discusses what he hopes his players remember when he states:

...if all they are remembered for is playing basketball, then they did not do a good job, so if all I am remembered for is winning games with them and being their basketball coach, I failed. If they can remember the experiences, the life lessons, the things we did to make them a better person, and we are more than that, a friend once they get older because the gap closes once they become adults, so somebody that they can count on. (Appendix 601-605).

Hudson goes on to explain that his goal is to build relationships with his players in order to use basketball as a tool to deliver lessons that can be utilized throughout life. He reiterates the importance of building relationships when he acknowledges his desire is to help his players become better people. He not only has an impact on his players, but they clearly leave an imprint on him as well.

TYING IT TOGETHER

Even though the experiences are different, their emotions reactions are different, and they are derived from different perspectives, they do have some similarity. Throughout the last few chapters and excerpts, I have woven Jack, Hudson, and Randy's responses through the narratives. Their responses were intertwined with their identities and, at times, they could not differentiate between what identity they were using. However difficult, the insight and information they provided was valuable content. I was able to dissect it and incorporate it into the different chapters. Reviewing the data was similar to trying to untangle a single strand of thread out of a tangled, messy pile of thread.

As I listened to the participants discuss their teaching, I was able to conclude that while they enjoy the teaching aspect of their career, the coaching role is what drives them. They all enjoy being the classroom, interacting with students, imparting knowledge, and fostering skills; however, it is the pull of coaching that is stronger. All three individuals discussed their classroom, the emotions involved, and how they enjoy interacting with the classes, but they often referred back to coaching and/or had the same goals

for their classroom as they do for their players. They all recognize the importance of their teaching and want to impart similar lessons and skills on their students. They are aware their classrooms are important spaces and recognize that, for some, school is the only stability the students have. Even though their desire to teach is strong, and they also want to leave a positive impact on their students, the field is where they feel most comfortable.

As the participants were discussing their coaching, one similarity they shared became clear, the passion they have for their athletes and the desire to impact them in a positive manner. Every coach wants to leave their players with life skills and lessons that they can draw upon as they move through the next phases of their life. It was also evident that the players impacted the coaches just as much. This passion and care became more pronounced during the interviews as their voices would shake and they would take longer pauses before continuing on. As they discussed their players and their role as the coach, the one emotion that came through in each voice was pride. They are proud of what they do, pleased to coach, and honored to be part of something bigger than themselves. While we did not talk specifically about school pride, they were each gratified to be able to contribute to their communities in a positive manner. Coaching fulfills something in each of these men. While they all joke that their motivation to coach is for fame and money, the commitment to coach is about the community they are building and their belief they are building a stable and supportive atmosphere for their players.

Their life at home is what sustains them and feels as though that is their safe space and refuge. All the coaches admit to bringing their coaching home with them, and that it has caused conflict, but they have been able to work through their issues to come out on the other side. Their marriages are strong and the support system that is necessary to be able to put the time and energy into coaching. Sacrifices are made on both sides, but the relationships within the family are strong and the priority for both the coach and the wife. The family unit has navigated the early years of their marriage, having and raising young kids, and are now raising older kids. It may not look like that sometimes, or feel like that, but all the coaches and wives agreed that family is number one and everything else is second.

EPILOGUE

This process of writing this dissertation has been quite a journey. I have learned a great deal about myself, my husband, the participants, and the path we have taken to get where we are today. I believed embarking on this journey would be a painful learning process and would be harmful to our marriage. However, in order to be true to the learning process, I had to overcome my fear and be willing to accept and deal with what I learned. Once I understood this, I had to uncover what was hidden, I had to shine a light on the areas that scared me, or that I wanted to ignore, and address those areas head on. Once I let go of the fear, I felt liberated and confident, lighter even. I was ready to embrace the shift and change within myself to move forward with this dissertation and the learning that was taking place.

I strongly believe that high school coaches have a unique job and that they are the backbone of their schools. Because of this position, their emotions and roles deserve exploration. Each role that the coach holds deserves its own exploration be it teacher, coach, spouse, or parent. It was difficult to narrow the focus as the tentacles of various theories, emotions, or explorations that could lead down a rabbit hole. For example, there could be an entirely different research project on coping skills alone. Because of the lens I used to examine this topic, I am aware I excluded valuable research by limiting the participants to three couples, by interviewing all male coaches, and by excluding younger coaches. Because of the parameters I placed on the research, I believe there are opportunities for expansion research.

POTENTIAL EXPANSIONS OF RESEARCH

Now a seeker of information, I hope to never stop the reading and writing process in the quest of seeking new knowledge. As I mentioned above, there is a necessity for additional research on the role of female high school coaches and their family. I am curious if the emotions experienced by a female coach's spouse/partner would be similar to the what the wives of the participants experienced. It would also be beneficial to listen to the emotions of the female coach within the role of a mother and what coping skills she utilizes as she transitions into that role. I believe there might be heightened emotional reactions and feelings simply because of the dynamics of being a wife/mother and the pressure we place on ourselves to ensure everyone's needs are met.

In addition to female coaches, there is potential research for younger coaches. These are coaches that have been coaching less than ten years, married, and with younger children. I believe it would be a tremendously impactful study. The participants indicated this was the hardest time in their marriage because of the demands of having a young family. One of the tentacles I would hope that comes from this research is what support systems are utilized to help alleviate the stress and strain. It would be interesting to get the two groups of coaches together, the older and younger, for a discussion. The conversation would include the difficulties of navigating the guilt between coaching and family, the emotions involved in navigating the transition from coach to husband, and priorities. I believe this could be beneficial to support younger coaches and lessen the emotional strain of learning to navigate the three roles, again, teacher, coach, and spouse/family. The findings of this could be helpful to the entire coaching sector to address burnout, possible marital strife, and obsessive work habits.

While the above research expansions focus on married men and women in conventional relationships, there is another demographic that has a wealth of research to share. Female coaches that identify as lesbians and male coaches that identify as gay offer additional insight into high school coaching and teaching from their perspective and experiences. The impact gay and lesbian coaches have is just as impactful and meaningful, but there is very little research on the impact they have had in high school athletics. Their stories are important and impactful and deserve the same attention. This expansion of research would provide a voice to a population that is on the receiving end of constant discrimination, scrutiny, and bias as well as acknowledge the impact they have on their students and athletes, and the contributions they make to their communities. I believe if I have an opportunity to build upon my current research, or develop new research, this expansion is what I would gravitate toward.

Finally, there is the potential for additional research in each section of this dissertation. I will use the example of workaholism. All three of the participants sheepishly admitted they are addicted to coaching, and as a result, needed to be included in this dissertation. Because of the broad spectrum I used to discuss the family dynamic, I did not dive straight into this topic because it would have taken me down a different avenue than I wanted at this time. However, I do believe additional research is necessary on

this theory to understand several facets of coaches and workaholism. These facets include, but are certainly not limited to, the passion for coaching, the addiction the coaches admitted to, coaching burnout, and the effects on the family.

The last potential study I will discuss is from the perspective of administrators. I believe it would be interesting to listen to the view administrators have on their coaches and how they believe the role transitions effect their teachers/coaches. I am curious to know if they are aware of the time it takes to build and maintain a successful program. I am also curious as to what their perception is of the what the jobs entail. Even though administrators were teachers, some of them have been in administration for twenty years and the classroom landscape has changed since then and as they face increasing pressure, so do the teachers/coaches. I wonder if they are aware of the expanse of emotions coaches feel as they transition into the various roles. Finally, I am interested in the support they offer to coaches who share a high public visibility with them. In some instances, coaches are more visible as everyone know who the football coach is, but not everyone knows who the principal is. Administration plays a critical role in the coach's ability to do their job. Based on the administration, the job could be more or less difficult and stressful simply because the administration holds more power. I believe is would be a very interesting expansion of research to examine the role and views of the administration.

Even though I provided three examples of potential research topics, there are countless topics that could result from this research. In addition to the three themes, the coach as the teacher, coach, and family member, there were several theories mentioned that have left their mark on Curriculum Studies. These theories include, play, interrole conflict, work-family conflict, and workaholism. There are incredible possibilities to add to the field of Curriculum Studies through the development of additional studies that can be derived from this dissertation or added to already existing scholarly works.

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APPENDIX A

INTERVIEW QUESTIONS

COACH AS A TEACHER

1. How long have you been in teaching?
2. What grade levels have you taught during your career?
3. How long have you been at your current school?
4. What subjects do you teach?
5. Can you explain why you chose teaching as a profession?
6. How do you currently view teaching as a profession?
7. Can you describe your thoughts on teaching when you first began teaching and how your views have evolved?
8. What term do you prefer to describe a teacher – educator, teacher, ect?
9. What is the first word that comes to mind when you hear this word?
10. Describe the emotions do you feel when you hear this word.
11. How do you view your role as an educator?
12. Can you describe some of the emotions you feel on a regular day in the classroom?
13. How have your emotional responses changed over the years?
14. How do you feel you meet the needs of your students?
15. Do you feel you are able to reach every student?
16. Is there a particular type of student you pay more attention to?
 - i. Quiet/withdrawn
 - ii. Class clown
 - iii. Hostile
- b. Is this an emotional response? Why or why not?
17. Can you describe the most stressful situation you have been in as a teacher and how you handled it?
 - a. What emotions were involved and why?
18. Would you consider yourself an emotional person?
19. How do you regulate your emotions?
20. How do emotions effect your classroom?
21. What do you want your students to take away from your classroom?
22. What do you want your classroom to be?
 - a. What do you take away from it?

COACH AS A COACH

23. What sports do you coach?
24. How long have you been a coach?
25. What level do you coach at?
26. How old were you when you got into high school coaching?
27. Did you play any sports in college?
 - a. If so, where?
28. What do you enjoy most about coaching?
 - a. Least?
29. Do you feel there are politics in high school athletics and coaching?
 - a. From whom?
 - b. How do you handle that?
30. How has coaching influenced your teaching?

31. Do you consider yourself a teacher to coach or a coach to teach – what role is more dominant?
 - a. Why?
32. Does a win or loss effect your demeanor in the classroom?
33. What emotions do you experience when you transition from teaching to coaching?
34. Do you ever feel a conflict between teaching and coaching?
35. How do you handle difficult situations with players/parents?
36. Do you believe coaching has made you a better teacher?
 - a. How?
37. In what role, a coach or a teacher, do you feel a stronger emotional response?
 - a. Why?
38. In which role are you most comfortable, teacher or coach?
 - a. Why?
39. Can you describe the most difficult aspect of coaching?
40. What is your goal as a coach?
41. Do you feel you are addicted to coaching?
42. What emotions do you feel after a big win or loss?
 - a. How do you process those emotions?
 - b. PTSD
43. What do you hope your players will remember about you and your coaching style?

COACH AT HOME

44. How long have you been married?
45. (Wife) Do you work outside the home?
 - a. What do you do?
 - b. How long?
46. Do you have any kids?
 - a. Ages?
 - b. Are they athletic?
47. How has the role of a coach affected your marriage?
 - a. Kids?
 - b. Is there a child that you feel has a stronger emotional reaction to being a coach?
48. What emotions do you experience when you are transitioning to home?
 - a. What emotions do you feel when you coach transitions back into the home?
49. Does a win or loss effect your home?
50. What coping skills do you use to transition from coaching to home?
51. Have you ever heard someone criticizing your husband as he coached?
 - a. How did you react?
 - b. What emotions did you feel?
52. How do you believe your children view your coaching?
53. How do you believe it has affected your kids?
54. What is the hardest part about having a coach for a spouse?
 - a. Greatest challenge
55. What is the hardest part of being a coach with a family?
56. Was there a time in your marriage when the coaching was more difficult than other times?
57. Do you feel conflict in your role as a coach and parent as you watch your child(ren) participate in athletics?
58. Has there been a time when you feel conflict in your role as a coach and spouse?
 - a. Parent?
59. How would you describe the time period your husband is in season?

- a. TDY?
 - b. What emotions are involved?
60. What advice would you give to young teachers just getting into coaching?
- a. Coach
 - b. Spouse
61. What do you believe is the greatest benefit to having a coach as a parent?
- a. Drawback?
62. What do you want your child(ren) to take away from watching you coach?
63. What is the one thing you want your child(ren) to take away from watching you support your husband/coach?
64. What do you want other educators to know about high school coaching?
- a. Administration?
 - b. Parents?
 - c. Students?
65. Do you have any last words?

APPENDIX B

INTERVIEW 1: JACK AND KATIE GREENE

Interviewer (I): Interviewer (I): I: This set of questions will focus on your role as a teacher. If there are any questions you do not want to answer, please let me know and we will move on. You will be provided a pseudonym in order to protect your identity and any identifying factors, like school name or a child's name will be changed as well.

Jack (J): OK

I: OK so my first question is how long have you been teaching?

J: 26 years

I: What grades do you teach?

J: 9-12

I: How long have you been in your current school?

J: 26 years

I: What subjects do you teach?

J: Just history, U.S. Government, U.S. History, World History, Econ

I: Can you explain me why you choose teaching as a profession?

J: Because I could not do anything else...no, I did not want to be a teacher. I was going to try going to computer science and be the best computer science guy in the world and make all the money in the world. I met a professor I didn't like his attitude and I was young and stupid, so I went into business. I tore an ACL in football so I couldn't make it to my business class, so I flunked out of that one and went into social studies and that is how I became a teacher. But, uh, talking to my former coaches, I saw what they did, and I enjoyed that so I just kind of followed that path.

I: How do you currently view teaching as a profession?

J: I don't want my kids to do it. I don't think... it's not what it used to be. Teachers now, to me, is a robot. Everybody tells you what to do and how to do it, but they are not dealing with the emotional side of who is in the classroom with you and what you have to deal with every day. Um, I mean it is a great profession to be in because you can touch so many people, but I am not pushing it to my kids.

28 I: When you started teaching, do you feel there was a romanticized view of teaching compared to what it
29 is and what it has turned out to be?

30 J: Yeah, I really do, I mean when I first started, I thought that we were looked up to as ... as this is what
31 people aspire to be. And over time, it is more like we're the doormat of everything. When somebody gets
32 mad, they get mad at the teachers. If a kid does something that's, you know, I am not going to say is
33 wrong, but it's not in line with how things possibly should be done, it's like a lot of times our fault.
34 Things that we only deal with for fifty minutes or forty minutes and we are expected to change it. It just
35 does not happen that way.

36 I: Do you feel in the forty or fifty minutes that you have you are able to affect change in the students.

37 J: Somedays. Somedays...I just, I tell my kids that honestly, I would rather have them for thirty minutes,
38 because...you know...I have been sent to all kinds of trainings and they say we can only keep their
39 attention for twenty good minutes. So here I am sitting here for fifty going OK, so I got you for twenty
40 good ones, what am I going to do with you the rest of the time. And so, I think I can affect them, but then
41 for others I don't think I do.

42 I: Do you think outside situations or circumstances supersede what you have in your tool bag?

43 J: Without a doubt. Without a doubt. There are so many things out there, um, to compete with and
44 compete against. In many cases, without a doubt.

45 I: What term would you use to describe a teacher, would you use an educator, a teacher, or would you
46 use...

47 J: I use teacher all the time. I use educator all the time. But what I tell my kids is that I try to be more of
48 their life coach to start off and we use that in football too, more of a life coach, because what we teach a
49 lot of times is book stuff, but most of the stuff the kids remember and reflect on are the life lessons that
50 we use. I mean, when you talk to your kids and they go, can we have another life lesson on Friday, you
51 kind of see where you stand as the teacher in part.

52 I: When you hear the word teacher, or educator, or life coach, what are the emotions that word conjures
53 up?

54 J: I am proud of it. I mean I am proud that is what I do and how I do it, but at the same time, you know I
55 give myself the what ifs. You know, I am driving down the road sometimes going what if I chose
56 something different that would make a lot more money. Would I be happy? Sometimes the emotions of
57 what you do as a coach itself, you come up with how am I making it? But I enjoy it.

58 I: How do you view your role as an educator?

59 J: clarify?

60 I: So, you talk a lot about the emotions, you are proud of it. When you go out into the public and you say
61 you are a teacher, how do you view that? Do you view it with the same pride or more like uh oh?

62 J: No, I don't mind telling people I am a teacher, that is the running joke in our family, somehow,
63 somehow it comes back to school. I am proud of what I do. I...you do things to make a difference and I
64 hope I do make a difference. The issue is this for me sometimes as a teacher, nobody ever sees the things
65 that you do to pat you on the back and say congratulations. You get a reward and they say you must have
66 done something good because you were the teacher of the quarter or the teacher of the year, but then you
67 know about that kid that you had to deal with that one day that you made them better that day or just by
68 listening they were able to make themselves better that day. I think that is important.

69 I: Can you describe some of the emotions that you feel on a regular day in the classroom?

70 J: Frustration. Um, just, the agitation that there's not a care in the world for some of these kids that we get
71 and sometimes it even seems like the people outside our building who are supposed don't care as much
72 about the education part as what it looks like in the public. You know, it's kind of interesting they worry
73 about what it looks like in the public and we say this is what we want it to be, education, but at the same
74 time we don't get the accolades in the public. But I go into the school a lot of times frustrated that we just
75 can't do things we want to do. I am just going to throw this in with her, I get frustrated how hard she
76 works at something and then they want to say this might be the way, not to her, but in general as a whole,
77 this is supposed to be the best way to do it. You need to, all of you, need to have the same test. She does a
78 great job, she makes kids think and better every day and it's frustrating when they say hey, here is the
79 mold we want you to use right here because the general mold is to get everybody when in all actuality we

80 don't get everybody. We are going to cast it out there, we are going to cover as many as we can but we
81 won't cover everybody.

82 I: How do you react, or respond, to this.

83 J: Still try. You know, try to give them things that, uh, that they can tie themselves to in the future,
84 something they can hang on to but at some point in time, you have got to keep moving. You know.
85 Looking at eighty, and seventy-six of them get it, I am trying to help these other two, three, or four, and
86 two of them want to try and am I pushing them and the other two don't really care, you know, you just
87 have to keep moving on. Maybe they will get it one day. You know, that's what I mean, I have been in it
88 for a long time, just like you guys have, but I see that sometimes kids will come back a year or two later
89 and say, remember what you told me, it was true, I wish I had...I wish I had gone out and tried this or I
90 wish I had...you told me as a freshman I had to buckle down...I wish I had...you know. But those couple
91 years in between we had to kind of say, hey, you figure it out and some of them do and some still don't.

92 I: Is there a particular type of student that you might pay more attention to than another, like you've got a
93 classroom full of twenty-five kids and a couple are more outgoing and charismatic, a couple that are
94 withdrawn and quiet, and you have a few that might be more aggressive, is there a particular type of
95 student that you look at and think I need to keep my eye on this one?

96 J: Not in a negative way. But like the kid you asked about at the very beginning there, we interact. In my
97 course it takes interaction, you have got to talk and we talk a lot and the withdrawn kids, you figure out
98 there is a reason why, either academically they are not up there or some of them are just very, very quiet
99 so, you know, for me, I just try to ask the question that kid can answer. You know, to make them feel
100 better about themselves. You are kind of drawn to the kids that want to interact with you, and then
101 sometimes, there are ones that want to interact too much with you. Like OK, OK, okay, just sit over there
102 quietly please and thank you very much. This is my space.

103 I: Can you describe the most stressful situation you have been in as a teacher and how you handled it.

104 J: Golly, I have to think about that. I can't think of anything. Can you think of anything for me of a
105 situation I was specifically in, I can't think of one right off the bat. I will tell you this, it was probably, if I

106 could think of one it was this year where I had a student that, and I can't remember how the conversation
107 even started, but everything she started to tell me was basically abuse at home without telling me abuse at
108 home. And then when I wanted to get her the help, the people that could help her, it was, she was afraid,
109 and I mean she was really, really afraid. Begging me, please do not let this get to so and so, things like
110 that and you know, I don't know that I have ever dealt with a situation like that. You know, I have had to
111 deal with the issue of a kid committing suicide on Thanksgiving break and then coming back into class
112 and there is an empty seat and then you start thinking about all the things that the kid said that was maybe
113 a tell-tale sign, but they did nothing to make you think it was a sign. You read the book and if they do
114 this, this, and this, here is what a lot of kids who have committed suicide said. You know, I did not read
115 that to go, OK, is he on this chart, but I can't think of another stressful time. The most stress was that
116 young lady just because I wanted to help her, but I didn't want to help her and put her in a bad position in
117 class and how she felt in class. I can't think of anything right this, other than that. Lucky, I guess, I have
118 not had anyone coming to class wanting to fight.

119 I: Would you consider yourself an emotional person?

120 J: Who me? Never. Yes very.

121 I: Do you wear them on your sleeve or do you gloss over them and compartmentalize them?

122 J: I think I do a little bit of both of them. There are certain times where I just kind of hold onto it, and of
123 course, probably come home aggravated with it and there are other times that...I mean if I see kids do
124 something well, you know, I am an emotional person. I mean I watch a movie and then wah wah wah,
125 guys can cry, it's OK. I don't mind showing my emotions.

126 I: How do you regulate your emotions in the classroom?

127 J: Uh, I know this sounds bad, but I am the boss, I am in control, I know what I can and can't do. If I
128 think it is a time when the kids need to see a soft side then it is OK. If it is a time when they need to see a
129 strong side, then it is going to be a strong side. Um, that is part of the situation, I mean it really is, it is the
130 situation you are in or that I am in. I feel like, it is OK right here to let your guard down a little bit and let
131 the kids see, hey they are human beings, they do work hard, they are people. You know, that happens

132 sometimes, you know you are talking to a kid, but I think also that you see how emotional tied to what
133 you do you are and that you do care. I think that lets them let their guard down a little bit so...

134 I: Is teaching part of your identity?

135 J: I think it might be my identity. I don't know if that is good or bad, but that's a big part of what I do and
136 a big part of how people see me. I mean I don't just say this cause the word or kids call me coach, I had a
137 kid ask if he could call me coach even though you are not my coach – and you know when I see people,
138 that's how they refer to me. Pass them in the hallway and they go hey coach. We were riding bikes the
139 other day and one of my former students was out in the yard and he said hey coach. I look around and he
140 was talking to me. I think that is my identity.

141 I: What do you want your students to take away from your classroom?

142 J: Life lessons.

143 I: Which ones to do you focus on?

144 J: The ones, that uh, they don't normally get taught out there in the real world until they get into it. The
145 ones where everybody says life is not fair, it's not fair, you know. The life lesson I want them to
146 understand is this, it is based off of what you do, your reaction to everything is what happens in the real
147 world. When bad things happen how do you react to it, when good things happen how you react to it and
148 that's what I want them to get. They are going to walk outside and forget the lessons of government, they
149 are going to forget the court case we talked about, but when they start to have to do things for a family,
150 they will start to realize, OK, this is why he said this, this what we do here or this is how we look at it.
151 Open your mind up, quit being so narrowminded with everything. I tell them first day, this is a life lesson
152 class. I teach you things that happen in the real world. You know, she is going to teach you things when
153 you are speaking to people and writing letters and things like that, which is great, you have to have that.
154 But I teach things, though, that are going to be split second reactions to what you have to do and how you
155 have to do it and understanding that if you make mistakes, you have to pay for your mistakes a lot of
156 times. It is life lessons is what I title it as.

157 I: What do you want to take away from your classroom and your teaching career?

158 J: That I help people, that feeling that I helped somebody. You know, I don't mark it up that I have to
159 have five this year and four next year. You might help them in different ways and you might not know if
160 for, geez, twenty years down the road. You know, but that I added something to it, that I added something
161 to society in some way, a positive way, because, I mean, you can take all you want to from it, and there
162 are only so many chances you get to add to it. That is what I hope anyway.

163 I: Do you have any last thoughts on your teaching career?

164 J: No

165 I: This next set of questions will focus on you as a coach.

166 J: OK

167 I: What sports do you coach?

168 J: Football and baseball

169 I: How long have you been a coach?

170 J: 26 years, no, 27 years – I coached at P.C. (Presbyterian College) that one year

171 I: What level do you coach?

172 J: As in varsity or J.V. – both

173 I: How old were you when you went into high school coaching?

174 J: 23

175 I: Did you play any sports in college?

176 J: I played football.

177 I: Where did you play?

178 J: Presbyterian College

179 I: What do you enjoy most about coaching?

180 J: I like the competition that's not the competition. I don't know if that sounds...it's not...I enjoy the kids
181 playing, but I enjoy the competition behind it as matching wits with somebody else's, like the chess kind
182 of game, that's what I enjoy the most. I mean I know it is great to watch the kids get excited about having
183 success, but, just for me, it's like that kind.

184 I: What do you least enjoy about coaching?

185 J: The time

186 I: You mentioned you played football in college, you assist baseball, how did you get into baseball?

187 J: I played baseball all the way up to college and was going to play in college and then when I got hurt in
188 football, I never went back to baseball.

189 I: Did your getting hurt during your collegiate career impact the way that you coach?

190 J: It didn't until I had children that were coming up and then it changed the way I coach because I focus
191 more on making sure they were doing things to keep from being injured. Because I did not want them like
192 me versus, before that, was just like hey guys I need nine bricks knocked out of the wall, let's go knock
193 nine out. It became a little bit different...I think I am still a little like that...I drive Caroline crazy all the
194 time because I am like hey be careful. She has two years left, be careful, you have to watch out there,
195 don't hurt your leg, don't do that. I think I changed when they got at that age where injuries could basically
196 stop everything they were doing because they enjoyed it. And so, uh, it was a little bit different.

197 I: Does that carry over to your players as well or is that something that is more specific to your kids?

198 J: No, now it's over to my players without a doubt. When I had to tell a kid that I would not coach him
199 anymore because he had a brain injury and he was going to go back and try to get his doctor to clear him
200 again, I said it's not worth it. And that is not really what started it, but that is when I knew...its...your
201 looking out for the kids. And uh, you're worried about what happens to them, even now a days, we don't
202 make light of it as a joke, but the moment he says this kid has a concussion but the kid goes I feel OK, no,
203 you know what, there is stuff way more important than this. You know, that has changed over time, again,
204 concussion protocol has changed over time too. But I think getting the injury played a role in how I
205 coach.

206 I: Do you feel that there are politics in high school athletics?

207 J: Without a doubt.

208 I: How would you describe those politics?

209 J: I don't think there is as much as there used to be, in the way of, there used to be a lot of influence from
210 the top. Um, not particularly on who we played, but sometimes taking care of the kid, making sure you
211 pat them on the back kind of thing. I have never had anybody above me and say this kid needs to play
212 because of mom or dad. I have never had that, but I have had the discussion of hey, if you can get
213 somebody in the game, you know, do that, and I am sitting here going hey, I have two or more kids that
214 go just as far as he does. But I think it plays a part sometimes, it does.

215 I: Have you ever felt pressure as a teacher to pass a kid or give a kid a certain grade based on his athletic
216 talent?

217 J: No, I thought you were going to ask about a regular kid, and I was going to say yes.

218 I: Could you elaborate?

219 J: Sure, I was point blank told that the kid was to be given another test because she did not do well and
220 that was from the boss-man, directly told me that.

221 I: Is there a personal connection between the kid and the boss-man?

222 J: The parents – there was a tie between grandfather and the administrator. Um, now that you mention it,
223 there was one in sports, but it was, it was not when I was coaching, it was when I was the A.D. (athletic
224 director). Do you want that part?

225 I: Please

226 J: OK, I had a young man who moved into town with mom. Um, because he had already started at another
227 high school, mom and dad were divorcing, they had joint custody. Because of the joint custody, the child
228 was deemed a migrant by Georgia High School (Athletic Association). And, I did all the paperwork,
229 Georgia High School said he was a migrant, I get called into the office that has the principal and the
230 superintendent and assistant superintendent, and they tell me to get the Georgia High School on the
231 telephone, wanting to know why he was not eligible. And so, we sat down, and he told them exactly why
232 the young man was not eligible, and the superintendent and assistant superintendent said that was wrong
233 and they (Georgia High School) would be hearing from the kid's grandfather. The grandfather was a
234 bigwig in a very large company in the state of Georgia, I think. I will just leave it there.

235 I: How long were you Athletic Director?

236 J: One year

237 I: I thought it was only one.

238 J: Yes – it was only one, that was enough. That was enough during that time anyway, how about that?

239 I: Do you consider yourself a teacher to coach or a coach to teach?

240 J: When I started out, a coach that could do some teaching, but now I am totally the opposite way. My day
241 job pays the bills and that just lets me get the competition side out. But it has probably become the largest
242 part of my identity. How about that?

243 I: Does a win or loss affect your demeanor in the classroom?

244 J: When are we asking, are we asking fifteen years ago? Yes. But now is not as bad. It used to be, you
245 know, because of the sports side of it, but the sports that I coach, if you lost on Friday, it would be gone
246 on a Monday. With baseball it is a little bit different because you play on a Tuesday and you have to be
247 back at school on a Wednesday. I think I am actually worse on a Friday in preparation for a game than I
248 am after the game. I think it is, uh, I think it is better than it used to be, how about that.

249 I: Katie, what do you think, his demeanor after a loss, does it affect your home?

250 Katie (K): Not anymore, but it used to be that after football he would come home, and it would be one
251 o'clock in the morning and he would talk about for several hours. And then the next day, talk about it, and
252 then the next day. Now he is...it is pretty much over when the game is over. He might occasionally have a
253 little issue with a game that he wants to talk about, but...we always talk about the game afterwards, we
254 always do. Unless I am asleep, which is more often now. When he gets home, I am like out, but it used to
255 be that he would talk about it all weekend. But not much anymore, when it is over, it's over.

256 I: Did you internalize the losses more when you were younger versus now?

257 J: Oh yeah. For me, and this is one of the questions yesterday on our little FCA part, we do one in the
258 morning and one in the evening and the one in the morning, that was a part of it. It asked, have you...and
259 for me...it was how it looked in the community, how 'bout that. It was almost like, I lived in the Summit
260 zone so, you can't...it has to be this way, everybody is looking at you. It was not just like one day but it

261 was kind of one of those things, like, who cares. It's not a big deal, I mean you want to win those games,
262 but you know, if a kid were to come by and say, hey we beat ya'll, it's like OK, congratulations and just
263 kind of move on. Move on from there. But yes, I used to internalize it a lot, replay it while you cut the
264 grass, what you should have done, could've done, uh, and now it is just kind of like she said. I learned I
265 just let it go, I can't control what happens out there anymore. If I put the wrong guys in, that is my fault, I
266 got to mull me about it, but if a kid makes a mistake I can't, there is nothing I can do about it now.

267 I: When you are transitioning from teaching to coaching, at the end of the day, what emotions do you
268 experience during that transition?

269 J: I am usually excited because now I get to go to the element I feel the most comfort in and there are no
270 grades for it, and there is usually not anybody looking over my shoulder saying you need to do this right
271 here. There is not going to be a call later on asking if they can retake that. You just go out there and it is
272 just you. You get to go see, in many cases, a kid you know fails at something and then they can excel at it
273 right after; whereas, in the classroom, if they fail at it today, you don't get to see it till tomorrow or maybe
274 another day or maybe it is five days until they take another test and all of a sudden you see it again. But it
275 is usually an exciting part. Now this year was a little bit different because I did not have seventh period
276 planning so it was a little rushed, I was behind, I need to get this done, so it was a little different this year.

277 I: Do you ever feel a conflict between teaching and coaching?

278 J: Somedays, because of what I teach. I think I have to devote more time to it than some other coaches do.
279 I think there is a conflict there because they want to do things, sit around and shoot the bull a little bit, and
280 I have got to go, or I am like, I need to go make a call. Like I had to leave a meeting today for another
281 meeting today, and then we had a meeting with the kids, freshman, coming in for football. Sometimes I
282 feel a little conflict with that and I just try to say, listen... this is what I have chosen to do and this is what
283 I have to do. For the most part they are good about it, no one says anything. Having Matt as the head
284 coach, and he is an actual teacher, when I say that it sounds bad, but a classroom teacher, him doing that, I
285 think he sees a little bit more. There is a little more to it than what we have to do. The night we had to
286 leave for a baseball game...it is hard, but that is what we do, it is hard.

287 I: I had asked about your identity as a teacher. Is your identity as a teacher intertwined with a coach or the
288 coaching aspect that takes a bigger piece of that identity or are they so intertwined it is difficult to tell?

289 J: I think...I think most of it is probably coaching. And I say that simply because the time that you put in
290 with those kids and when I say the time, I'll get a kid in the classroom just like you do, that kid in the
291 classroom for 50 minutes for 180 days, for one year. Now I am not sure about yours, if you get to carry
292 over, but I don't get them again. You know, whereas, in football, I will get them for two hours a day for
293 five, six months lifting weights, seven months out of the year for four years. So, I can see them change
294 and that is where the identity probably comes from, is that. Some of them I will have had in class and say
295 oh yeah, you taught me this, but most of it probably comes from coaching.

296 I: Which one elicits a stronger emotional response? Is it different in most emotions associated with each
297 role?

298 J: Yeah, I think it is. So, I think that as the educators, you are seen a certain way. I use that as the prim
299 and proper, when I am in the classroom, I need to use the best grammar I could use, but when I am on the
300 field, whatever comes out, comes out.

301 I: So, the field, football and baseball, whichever, that you are more comfortable in that environment than
302 you are in the classroom?

303 J: I mean I think so but if you ask them, I can be comfortable just about anywhere, I can talk to anything. I
304 can talk to the bumper of that truck and see if it will talk back. The other day I said something about
305 having to go to the board of elections, and Sam asked if I was running for office.

306 I: What would you say the most difficult aspect of coaching is?

307 J: Other than the time part of it, um, for it tends to be just the preparation. What I mean by the
308 preparation, put so much time in and a lot of times it doesn't...it seems like people don't care. You know,
309 and I not specifically talking about...I don't want to say the administration doesn't care, but it is just not
310 one of the big pushes...you know. Hey everybody come to the game, it is not pushed.

311 K: They are not recognized for how much time they put into it.

312 J: Yeah, I think that is a lot better way to put it than the way I put it. I think that is a big part of it. It goes
313 back to like cutting the grass this year. It wasn't just because we were sent home that the grass is going to
314 stop growing. When you ask the question, you get well, I don't have an answer for that. Instead it should
315 be straight out, ya'll figure out how to cut the grass. Instead, it is well, I will have to ask the county. You
316 have to ask the county to cut grass? It's important to it, but it is not important until you tell them if you
317 don't cut the grass, this is what is going to happen...when this happens, it is going to cost us money. And
318 then all of a sudden, it's a change to it. I mean...I think it is just like being in the classroom. I mean...I
319 keep harping on what she does (Katie) because she does it well. She comes up with different ways to do it
320 and when she tells me, I am amazed and like holy cow, I wish I could do something like that. When I try
321 to do it, I can't do it, I just mentally cannot do that and she comes up with great things to do, but knowing
322 in the background, I did not see that in your classroom and here is the scale with what we are looking for
323 and we did not see that, but by God, 26 kids got it. But you were looking for the scale of here it is. It is
324 just like go by the book and you are OK, but there is not a coaching book to go by because every day is
325 different...you know...

326 I: Yes. How do you handle difficult situations with parents?

327 J: Talk to the head coach. No, you know what, in this case, Gibbs can tell you this for me, I try to diffuse
328 a lot of stuff basically on the friendship side, how about that. We got a friend coach, and I just kind of
329 like, OK, I will listen and sometimes I think, they finally look at me and look at my face and see that I
330 don't give a damn. I will let you listen and vent and go ahead and get it out and get it done because you
331 are probably going to say something, you know, you are going to say something and you are going to
332 regret it, and it is better if you say it to me behind the scenes than if you do it on the ball field and you yell
333 it out to the head coach and everyone hears you and you make a big jackass out of yourself. And then, as
334 you go home as the parent, you are going to start to worry, is he going to take it out on my kid when you
335 put the coach in a bad situation because he was never going to take it out on your kid, but anything he
336 does not makes it look like he is taking it out on the kid. You know, and so, I just try to be that guy in the
337 middle of it, if I can diffuse it before it ever happens, let's do that. Or let's don't put ourselves in the

338 situation of it happening. You know... and this is one thing...I've tried to do a better job in the last couple
339 years, especially with baseball, because you know so many little mentalities in baseball, and it's like, I'll
340 pull them to the side and say, this is what I'm thinking. I just, and whether they like it or not, I just simply
341 say, you know, I am doing this because, and I think you have the right to know why I am doing this. I am
342 not yanking you out just because you struck out six times. Is that a factor? Sure, but here is what we are
343 doing here and why we are doing it. I think the kids get it a little better...is that kind of softening it up a
344 little bit...sure...um, but...parent wise, I think sometimes they see the look on my face and say, OK, I am
345 talking to a brick wall, but sometimes they get it out and feel better.

346 I: Do you believe coaching has made you a better teacher?

347 J: Yes...

348 I: How?

349 J: I think it has made me look at...because I see the abilities of kids on the field, and I know they are not
350 very good at what they do, but they are trying, so you try to find the positive in what they are doing and
351 you try to tell them that. I think the same thing happens in the classroom sometimes, is that...you look at
352 their score and...OK, you failed another test, but this time you failed with a 67, whereas last time you
353 failed with a 45. There is a little bit of a positive there...you are getting there...but you know...and...I
354 think you see that on the field a lot...because...you know...like anything else, sports are based off the
355 mistake you made right now, if you make it again, you cost your team again. It is a meet and feet back up,
356 we got to fix this right now. Whereas in the classroom, you might take that test and not get the grade back
357 for two days or whatever it might be so you are not getting that instantaneous feedback...and...you
358 know...now I see some of my kids, I will grade theirs first because I know they need, they need the
359 feedback tomorrow...or they need it the next day. I think coaching has helped a lot that way. And dealing
360 with people too.

361 I: How has it helped you deal with people?

362 J: Personalities. Just really...the way it used to be is my way or the highway kind of thing and...you
363 know...understanding that it could still be my way or the highway, but maybe I just tell you a different

364 way. Maybe it is a different road sign that I have to show you versus just the style...maybe let's slow
365 down just a little bit for a second and think about why. I think that has helped me to deal with kids a lot
366 better as we have gone along.

367 I: One of the theories in athletics is the addiction to the sport, to the adrenaline rush from time to time, or
368 the addiction to being on the field, being within the game, being with the team. Do you feel you are
369 addicted to coaching?

370 J: I don't know, when you say addicted to it, could I go without it and I don't think I can. I think I coach
371 in everything I do, in just about everything I do I coach in some way, shape, or form. If the kids were out
372 there right now throwing the ball and I see one of them stepping, their left foot is open a little bit, I might
373 say when we are leaving try to keep the left side closed a little bit...you know. I mean it is always there,
374 but again, that's my identity, that might not be a positive. Now does it hurt sometimes when I am at home
375 with my kids and I say something and they think it is coaching and it is not really, I am not trying to
376 coach...yeah...it happens.

377 I: Does that emotionally impact you more when you are at home and you know you're trying to give
378 advice or trying to talk to your kid and it comes out like coaching and your child rebuffs you or blows you
379 off...

380 J: Oh yeah...

381 I: Does that hurt more than a kid that did it on the field? Is there a difference?

382 J: I think it does. I recognize it faster with my own kid, but I also know it is going to last longer with my
383 own kid versus it a kid says something to me at the park or they do something and then they don't do it
384 the way I want them to do it, or whatever it might be, and I fix it right then, they are going to go out there
385 and try to fix it and I am not going to be around them for...you know...much longer anyway and we start
386 the next day and we have moved on. Whereas at the house, you know, they go to their room and they are
387 mad about it or they go downstairs and they are mad about it, or they go to their mom and they are mad
388 about it. You know, it has carried over and its...its...it gets bigger and bigger over time.

389 I: Katie, has there ever been a time when that has happened or he has come home and said something in a
390 way that is kind of like you are not coach here, you are a spouse, you are a parent?

391 K: Many times. Many times. It was easier with our oldest because he would get...I think his feelings
392 would get hurt sometimes because he is a little more sensitive. The other one would just get mad. So, I
393 have one that would just, you know, he so valued being, um, getting his father's approval, he was one that
394 when he was a little kid, that every time he would go up to bat he would look into the stands at us to get
395 approval and we were like stop, stop looking at us. Do your thing. So I think c feelings would get hurt
396 more, but Cassidy gets angry, like he is always trying to tell me how to do something, or...so...yeah, I
397 think...I don't think he can help himself, I really think it is kind of an addiction that...maybe you have
398 seen this...but like in the car during baseball season he's doing signs...like sitting there...he will get out a
399 napkin and...like he will have an inspiration of some sort and he is writing on a napkin...in the car or in
400 the restaurant, something to do with coaching. So, I don't think it ever leaves him really.

401 I: You have been coaching for 26-27 years now, as you have grown and had kids, and they have grown
402 through various stages of life, and you have reflected back on your coaching, and how you have handled
403 certain situations or maybe the words you chose in certain situations, have you been able to see a
404 tremendous amount of growth?

405 J: Yes, like when you are watching video and you don't like with the kid did make sure your kids are
406 asleep before you say anything. Yeah, I learned that. That did happen with Sam one time...what was he
407 yelling...oh I was watching video one day and he was in his room and I was watching it and I just asked
408 the kid on the video, what the hell are you doing, and he heard me. And so, he was riding his bicycle into
409 the back yard one day and these kids were jumping on the trampoline and just jumping and every time
410 they come over the fence, they go whoooo. And Sam said what the hell are they doing, and I am like
411 where did you hear that and he said you said it to the T. V. OK...but that kind of thing, but the things that
412 you say or words that you use with kids, I think it has changed over time. I think some of its society has
413 changed over time. I think it is parental perception over time, how you say things to kids. You know...I
414 mean, I am sure you have gotten this, you send an email to a kid and somebody comes back, I did not like

415 the tone of your email, and there was nothing there, you don't know the situation we are talking about,
416 you don't know the relationship I have with me and the kid in the classroom and that is just how we talk
417 to each other, there is nothing bad to it...it's just he gets my point when I tell him this way and I think...I
418 think that has changed over time. I think even with my own kids, some of the things I have said in the
419 past, I am like, you know, I probably don't need to be saying that right there, there could have been a
420 better way to make a point. But yeah, over time...like anything else, it is a growth.

421 I: What is your ultimate goal as a coach?

422 J: Now it is to finish, survive. In my mind, the coach of the championships moves all around, find a little
423 town to be in, and that was going to be it. And in my mind that was going to be it and we have gone to the
424 state championship, lost the state championship, felt like for the next three years you were a failure
425 because you did not get back to the state championship again, and then finally come to the realization
426 that, you know what, sometimes people never even get that one shot at it...and uh...just kind of live it out
427 as is now. I mean I regret some of the things that I did not focus on when the kids were coming up or
428 there was a lot of times that she would go home and...you know...after the game she would come down
429 and say hello, a kiss on the cheek, and take off and go to the house with the kids or by herself...or
430 whatever it might be...and you know that wasted time that your wife is doing this and here is what you
431 are doing over here but you go back and just can't put that sand back in there again. That is why now,
432 when I come home after a game, I try to, like I said, she is usually asleep, but come home after a game
433 and just, if I am frustrated with it try to take it out the next day cutting the grass, or if I am at the school
434 weed eating, I will let it go there and what else are you going to do, you have a lot of time to think and
435 just go from there.

436 I: What emotions do you feel after a big win or loss and how do you process those emotions?

437 J: I am going to be honest, over the last few years, win or loss is almost the same. I mean it really is. I
438 think what I focus on is different. What I focus on becomes different because when we lose, it is ok what
439 can we do to get better, when we have won its ok we have got to stay where we are, you know it is not go
440 and get better, it's stay were you are right here and find this momentum that you have and so I don't know

441 if I really do anything anymore that...I used to every once in a while I would stop and get a six pack of
442 beers, sit on the back of the truck, and watch the stars go by...but you know...basically for me it is the
443 same. I feel disappointment for the kids when they have worked really hard and things don't work out the
444 way they want it to. I get frustrated with other coaches when we do things that we have never practiced
445 before...and...but I mean I don't...I will take it home and fuss about it with her...but I usually don't say
446 much to them about it because you can't change it now, it is what it is. The next meeting, I may make a
447 suggestion...hey you know if we get this situation, this is what we might think about. I don't know, you
448 could ask her because we had this situation this year where we played Carrington and I did not go home
449 after the game, we went to your mom's. And you know we lost in the last minute and a half of the game,
450 on a play were I am up top screaming at the top of my lungs because we can't cover this and the one thing
451 I just remember is we are going to be ok, I hear somebody say, no we are ok, they will cover it, and they
452 ran the exact play I was saying that they had, they hadn't run it but I had seen it on the film before, they
453 had not run it that day, and they run it for a touchdown and they beat us. And I was furious, and you
454 know, after it is over, what can you do now, it is what it is. Unfortunately, I think that is my saying
455 forever now, it is what it is.

456 I: What are some of the specific emotions that you feel when you coach?

457 J: I feel excitement. Um, I feel now a days, disappointment for the kids. When they don't succeed, it is
458 not about me, it is about looking at them, and knowing some of the pressure they have on the outside, I
459 will see an adult standing over there just waiting for them to come over and you know, or in the
460 perspective Gibbs and I have, when we are on the field, and we can see the reaction of the adults behind
461 the kid when they don't succeed at the plate, and its throwing their head back or their hands up, screaming
462 at the umpire because of something a kid did...you know...and then just knowing for some of them, that
463 is how it is going to be when they get home. You know...I like to see the kids get excited about winning,
464 making big plays and things like that...all that is still there it is just not...I think a lot of that is subdued
465 for me now...it is kind of funny because I am watching Sam be a coach now starting out and he does a lot
466 of the things that I did when I was younger and he comes up and says, we got to do this, this, and this, and

467 I am like well you can't do this, this and this because you got to do, that, that, and that. This is what you
468 used to do you idiot, the same exact thing, now you got on the wise side of things, yes, it is logical but
469 here it is. He wants to go help those kids up at the field so bad he can't stand it. He calls about every three
470 days, have they opened up, have they opened up. I keep saying maybe next week, maybe next week. I
471 know it is not going to be next week. You know...it is just...give him a little bit of hope. I enjoy seeing
472 that excitement. I kind of take the old man page, I have kind of been relegated to that, he hates when I say
473 that, but I have been relegated to the dugout...and to just play the mind game in there. But it is different,
474 it is different than it used to be.

475 I: When you when you're teaching or when you're coaching are there any instances where play in
476 athletics, and athletics in and of itself is play, what is your opinion or how do you perceive the importance
477 of lessons through play because it's not always just a skill.

478 J: No, it is not, it is the little things that you learn...what I mean by that is I take a young man that I had
479 this year and he just kind of sat in my class and thought, I am a football player, everything is good, and he
480 did not do well at first. We sat down, mom and I, to discuss what he needs to focus on, he needs to do this
481 like he is focusing on WB over here, when he is watching film...when he watches wide receivers' feet
482 and know what is going to happen before it does, that is kind of what he needs to do in the classroom. He
483 needs to focus on the reading the same way, he needs to see what is fixing to happen with the words
484 before it happens. How is this going to play out? I told her, we have kids, and this is something I teach
485 my kids, is the position, we watch for knuckles, if someone is pressing down and they are bright white,
486 they are coming right at you, they are coming to hit. If it is real light, it is a pass, they are going to back
487 out. They can throw the ball over the field, but you have narrowed down what they can do. It is those little
488 specifics, but when you are in the classroom and you don't do those little specifics, that is what hurts you,
489 those little skills that you get. It is tremendous for kids learning those things. I get to see kids in band,
490 how good these kids are at playing instruments, you remember this piece of music but why? Well, I
491 practice it all the time, but if you want to be good at this, you have to practice this too. Talking about

492 vocab words, you have to practice that, I think the skills that you learn in anything like that, any extra-
493 curricular plays into what you do in the classroom.

494 I: When you were younger, just starting out in your coaching career, did significant wins and losses
495 tremendously effect you like it was just a jubilant win or I never want to think of that loss again?

496 J: Martin State Championship. Those games were fun, but I think the situation you were in, the Wayne
497 County series, when you are not supposed to win, but you go out there and just destroy somebody, they
498 were arrogant, you basically step on them twice, to see them talking and our kids rise to the situation. The
499 funniest thing, and I will never forget this, Sam was in the dugout and this is where he learned about
500 baseball superstition, we were doing something and we scored, and we are up and this is the second game
501 and somebody had moved off one of the poles, and somebody was like get back on the pole. And he will
502 tell you this to this day, he will remember, get back on the poles, and I kept yelling get off the poles, and
503 he said I can't, this is where we scored. So, I went over and stood in front of him in case a ball came and
504 it would not hit him. That is probably, I am thinking, in high school, the one I remember the most, is the
505 state championship. The game before that to get you that was probably the excitement at getting there,
506 seeing the kids, they got to that point where they had been fighting the whole time and they won that
507 fight.

508 I: What do you hope your players will remember about you and your coaching style?

509 J: I don't know. I think I am pretty fair, try to be anyway, try to teach them lessons. It is not just on the
510 field, but out there on the real world. I hope that is something. I don't think that was a very good answer.

511 I: So, this is the section on the coach at home and how it has impacted your household and kids. I am not
512 going to talk with your kids, but just your perspective on how it has affected them. How long have you
513 been married?

514 K: Twenty-six years

515 I: Do you work outside the home?

516 K: I do

517 I: What do you do?

518 K: I am an English teacher.

519 I: How long have you been an English teacher?

520 K: Twenty-six years

521 I: Do you have kids?

522 K: Two kids

523 I: What are their ages?

524 K: I have a twenty-three-year-old son and a twenty-year-old daughter.

525 I: Are they athletic?

526 K: Yes

527 I: How has the role of Jack's coaching affected your marriage?

528 K: We actually talked about this yesterday. I don't know if it has really impacted our marriage simply
529 because I was an athlete and we met in college as athletes so I think we both knew from the get-go that
530 this is what it would be like. Um...the hardest time that I think I had was when...we both coached when
531 we got married and when we had our second child, it was too much for both of us to be doing that. We
532 could not keep up with it, so I gave up coaching. Um...he was still coaching three sports at that time and I
533 can remember vividly there was one point where I got the flu and he was on a wrestling trip somewhere.
534 It was me, a toddler, and an infant and we had no family close by so I was sitting on the floor
535 with...trying to keep them in one room because I felt so sick I almost called 911 and just thinking I can't
536 do this by myself so he stopped coaching wrestling shortly after that. We had the two kids, then he was
537 only coaching two sports, then it was manageable, but...there are times, I say this a lot, I felt like a single
538 parent in the sense that I had to do everything because, and I did not resent it so much, I just always felt
539 like...I was frazzled at times, trying to get one to a practice over here and one to a practice over
540 there...you know...whatever it was. I don't know if it has impacted us in how I feel, like I don't resent
541 that he is a coach so much, but there were times where I was tired, just frazzled because he could not get
542 out of what he was doing.

543 I: How would you say the role of coach has affected the kids?

544 K: In some ways it has been positive and, in some ways, it has probably been a bit negative...I think...I
545 mentioned this before, that our oldest...he has just always been an approval seeker in almost every area of
546 his life...and so...especially from his Dad. He's always been...he has always wanted his Dad to think that
547 he'd done well. When Sam got into high school particularly, his Dad was his coach in two sports so he
548 would go to football practice and there were times when he...he was not as good at football as he was at
549 baseball...and so he would try so hard, worked so hard, at football and then not play. Other kids would
550 maybe not work as hard as he did, and they would get to play. I think there were times when it was
551 difficult for both of them, it was difficult for Jack to coach and Sam to play because here my Dad is a
552 coach and I am not playing. I think in baseball it was a little easier because he was a little bit better at
553 baseball and so he played more, but I think that Sam always worried about disappointing him. Cassidy,
554 they butt head more, I think it is more...they are actually probably more similar in some ways so that
555 when he tries to give her some feedback on anything, unsolicited feedback a lot of times, she does not
556 handle it well. She gets really frustrated so then I end up being the middle man...like, well maybe just
557 don't talk to her, let her do her thing, and when she asks you a question just go, yeah, instead of...and he
558 is very methodical so he wants to give detailed feedback when maybe all she really could handle was, you
559 know, that looks good or that looks better, or something very simple. I think that sometimes I end up
560 being the middle man on that and they come to me and like, why is he always saying this, and he is trying
561 to help, it's not like he is not trying to help...and so I think that has been the biggest conflict for them.

562 I: When Sam was playing and was not playing football, as a mother did you ever feel torn as far as
563 wanting to see him succeed – a mother versus a coach's wife?

564 K: All the time. All the time, I would get really frustrated when certain kids would play knowing that he
565 worked harder, was a really good kid, was a really...probably deserved...if you want to call it
566 deserved...I mean we all know that just because you deserve to play does not mean that you will. He was
567 much better at handling that, Jack was much better at handling that than I was. I mean he was like I know
568 he is working hard; I know he is doing these things, but just because of that does not mean he is a better
569 player in that position to play. Football was hard for me to watch, the dynamic between them in baseball

570 was better, but...and Sam...I don't know if he was ever really resentful of his Dad in anyway because he
571 just worships him. That was hard for me, I was much...when he was talking earlier about how he can
572 come home and let the games go, I could not let games go. When he was playing, I would get so mad
573 when we would lose to a team, I wanted us to beat. I harbored that for a solid week before the next game.
574 We could have won that game last week...so...I think it was harder for me than it was for both of them.

575 J: I think a lot of that was the coach in you also, because...I think she saw things a little different
576 perspective if they had done this...not seconding guessing the coaching...

577 K: ...I was an armchair...

578 J: ...but...that the this person is better...and in those days, she would say things to me...and I'm like you
579 know...in all honesty you're right, but the situation we are in, this is the best...probably the thing...taking
580 Sam out of the game with time left and then the kid that went in for him had an interception and it comes
581 down to that was my call...

582 K: ...having to pull your own kid...

583 J: I had to make the call and I did it, it was my kid that came out and the other kid had success and my kid
584 is on the sidelines doing this right here...you know...but it was the team thing...you know...

585 K: I think if there was any stress in our relationship, I wouldn't even call it that, but, there were times we
586 disagreed about how things were handled. I always...I don't know if deferred is the right word, but I just
587 sort of said...well it is the coach's call, but I would be over here going well, he should be playing...you
588 know...I never said that to my kid...there were times I said, I know you do the right things outside of
589 football, I know you are a good kid, I know you are working hard, and sometimes it is just not fair and
590 that is just the way it is.

591 I: Which child was harder, or more difficult, to watch progress through their high school athletic career?

592 K: Sam, because for Cassidy, I don't think there has been a sport where she has not been a starter. I don't
593 know...you know...he has always had to...she works hard, she is a hard worker, but he had to work hard
594 to get to...you know...he was always smaller...I would say he had success in baseball, but he was the kid
595 that was cut from the middle school basketball team twice, he just always had to work a little bit harder.

596 He is a very driven person so that helps, but she has never really...it is not that she doesn't work hard, but
597 she has never had to, so it has been harder to watch him because you are always rooting for the underdog
598 to do well. Even in college when he was playing, he wouldn't get to play, it wasn't until his senior year
599 that he really hit his stride.

600 J: There is something else that I think that he had to learn that he came up with really good athletes in the
601 sports that he played. He was one of them, but there were a lot of them and she coming up on what she
602 does, there has been good athletes, but for her, like she said, the coach called one day and said she needs
603 to get physical to play softball the next day and she doesn't really play softball, but says OK, gets a
604 physical, and the next day is the starter at short stop. She has not even picked up a glove and ball in a
605 year...it just happens that way. Whereas for him....

606 K: ...she did not even try...

607 J: ...whereas he is battling guys his senior year and do everything to try to play. It goes back to the time
608 that you are coming up. I think some of that has an effect on it.

609 I: Have you ever experienced any role conflict being a coach's wife, a teacher, a mother, have you
610 experienced conflict within those roles?

611 K: Not so much between the teacher and the coach's wife. I have had to keep my mouth shut several
612 times, like at games, so between being a person who doesn't want to embarrass your kid because you are
613 about to lose your mind on somebody, and being a teacher in that respect, because I have to maintain my
614 composure, being a mom and a coach's wife, I have probably lots of conflict with that. Where you know
615 that motherly instinct to protect your kid, or whatever it is, has to...you have to keep that quelled and that
616 is hard at times. I probably overstepped a few times on that. I am sure I have.

617 J: More with the daughter than son.

618 K: In what ways?

619 J: Well, soccer is different. Every time someone attacks the goal or hits the goal...

620 K: ...I get a little angry with that...and I will say this too...this may be off the subject a little bit, but in
621 terms of our relationship and watching the kids at games we don't sit by each other. We learned a long

622 time ago that it is probably best that we...because he can't stop coaching and I can't stop defending. I
623 mean like, well, she's trying to do this...and he is like, why is she doing that. People thinks we are
624 not...people think we are divorced...then I get questions, why don't you sit together, there is a reason
625 because afterwards we just...we would argue about things...so we just sit apart. We get there and he goes
626 to sit down there, and I go to sit over there and we don't have a problem. It is probably better because he
627 really can't stop coaching, he just...it is impossible...he can't stop.

628 I: Have you experienced role conflict as far as being a parent, spouse, and a coach?

629 J: I don't think so...you have this kind of look on your face...

630 K: Yeah, sometimes I think it is hard for you to give up being a coach...

631 J: I don't try....it happens on occasion...it is just what I do...I'm not trying to make an excuse for it, it is
632 just what I do...as I have gotten older, I realize, ok, well don't say anything...just go in the garage.

633 K: He has spent a lot of time in the garage lately.

634 J: I just...it is just kind of a...I'm the one that...I am the type of person that says let's do this, let's go
635 ahead and get it done whereas there are some other people that are youngsters that are like, OK, I'll get it
636 done or I hate doing this...you just...you got to get it done, just go ahead and get it done and then all of a
637 sudden you get to today...I got to get these things done and I need him to call me back, but he is not
638 going to call you back...but I try...I'm not great, but I try.

639 I: When you are transitioning to home, after a long day, what emotions do you experience as you
640 transition?

641 K: You are hungry...

642 J: Tired...starving...I'll want to know how everyone's day has been but at the same time I am tired and I
643 don't know if I want to sit there and listen to how everybody's day has been because I have listened to
644 people complain a lot about this, that, or the other. I just don't want to ask and have everybody tell me
645 they have had a bad day because in my census, are they complaining about something? There are a lot of
646 times I just come in, sit down, and eat dinner.

647 K: He will go lay down, he will go back in the bed room.

648 J: They like to watch movies and stuff like that...I don't know...

649 I: Do you need like a period of decompressing?

650 J: You know, it is funny you mention that because when we lived in North Augusta, we worked twenty to
651 thirty minutes apart. So, it took her thirty minutes to get to school, it took me twenty to twenty-five
652 minutes, and that was good because I had to drive across the bridge into South Carolina by that time you
653 got...it was gone...now being a little bit closer, it doesn't have enough time to it, it does not help traffic
654 has gotten worse, so sometimes you are just sitting in traffic. Traveling made it better, but I guess
655 sometimes you can't. I don't know there is anything else I do...

656 I: When he comes home after a long day and he is hungry and tired, are there emotions you notice that he
657 may be unaware of?

658 K: Um...I think I have noticed of late is that he is less frustrated with kids and more frustrated with adults
659 and I hear that frustration. I think he gets frustrated the adults he coaches with sometimes and I think it is
660 just because he is now one of the older, more experienced and they are just in very different places
661 philosophy wise. I noticed that more...um...other than that not too much.

662 I: Jack has mentioned a win or a loss does not really affect him, he does not bring it home as much, do
663 you feel that is an accurate statement?

664 K: Yes, and I can give an example that we actually talked about yesterday where we first started teaching,
665 we had not gotten married yet. Our wedding was in November, so it was football season. They had a
666 game the week before our wedding, a game to determine whether they got into the playoffs. If they got
667 into the playoffs, then our rehearsal dinner would fall on the same night as the football game. Our
668 rehearsal dinner was about two hours away from the football field and so he was going to have to make a
669 decision about going to our rehearsal...he really thought this was a decision...but going to our rehearsal
670 dinner or going to the football game. You got to be kidding me...so I think when we first got married, I
671 think there was a conflict between those two things. I remember thinking, I am not sure I want to marry
672 this guy because I am not...that is why I am 50/50 with football...he would never do that now. I think

673 there has definitely been a shift in that focus. But boy when he was young, football was the most
674 important thing.

675 I: So, do you feel like you competed?

676 K: Yeah, yeah, a little bit. But that moment pressed the most into me. I really did think...I am like, I am
677 not more important than football. I would not say that now. Age and wisdom, I guess.

678 I: When you are transitioning from the field to home, other than a moment of decompression, are there
679 any other coping skills you utilize to make the transition, especially when the kids were younger and
680 required more attention and time...were there skills you used to meet their needs in a younger household
681 versus what you do today?

682 J: I think whenever we started to have kids and I started...I think a lot of my focus is all honesty was me
683 and my career...then we had kids and it was more about being in the right place for the kids to grow up. I
684 think my focus became more going home of what are we going to do, because when they were little you
685 only had that little bit of time before they went to bed, there was sometimes when I was doing wrestling
686 and I would not see them for maybe two days because by the time we got done with a late wrestling
687 practice or match somewhere, they would be in the bed. I would get up on the morning and I would go to
688 work and she would get them up later because she was half-time and so there were days...so there was
689 more a focus on them and that kind of thing, but just kind of am it putting behind me...I used to take
690 notes in the truck all the time, just little things, so I am not taking it home with me, I am taking the truck
691 with me so the next day I could pick it right back up and go that route. Now I call her and driver her
692 crazy, I will call three or four times, hey, I am on the way home, do you need anything, oh, I got to tell
693 you something real quick I forgot to tell you, that time right there on the telephone is usually...it...there is
694 once in a while something happens and I'll call Sam and tell him, guess what happened...that kind of gets
695 it out. It is kind of strange though because I don't talk to Cassidy a lot on the telephone. When she is at
696 school, I might go...what...four or five days if not more that we might not talk or I will hear her talking
697 to her or Facetiming and I will say, hey and hey Dad, but that is about it. I know she has got her own
698 thing, her own deal, so I just stay away from that.

699 I: When you are in the stands, did you ever hear somebody criticize your husband?

700 K: Yeah...

701 I: How did you handle that?

702 K: Pursed my lips, said a lot of things in my head. Very rarely did I say things...this actually happened
703 during baseball season this year. When my kids were younger and actually playing, we were at all the
704 games and I have not been going to them as much, especially baseball games, so when I show up, I don't
705 think everybody knows who I am. I think for a while they knew who I was so they did not say as much,
706 usually I will turn around and look at them and give them a, are you kidding me, you just said that out
707 loud. I am pretty good about not saying anything. I keep quiet. Trying to think of a time when I actually
708 turned around and said something. I did hear parents this year standing their together talking about the
709 coaches and how they have their favorites and they don't like so and so and this, that, and the other, and I
710 was behind them hearing everything they said...so...I really don't say anything but I certainly harbor a lot
711 of...you know...but I would like to say...you are an idiot and your kid is terrible and that is why he is not
712 playing...you know...I feel like that, but I don't say it...I usually tell him afterwards...you know what so
713 and so said...um...I think maybe one time I said, when my kids were little, the person you are talking
714 about, these are his kids right here so they see him as Dad, they don't see him as coach so maybe you
715 might want to think about what you are saying when you have little kids around. I get angry...I get fired
716 up about it, but I usually don't say anything.

717 I: How do you believe your children view your coaching?

718 J: In the sense of...do they like being coached by me or do they like...I think they like the sense of me
719 being a coach because of the things they used to get to do...I think it was exciting for Sam...I am going to
720 use this as an example...when he could just roam the ball park when he would go by the concession stand
721 and he would come back with cakes, candies, and pop, whatever it might be...and we would tell them,
722 don't give them anymore, he thought that was the greatest thing. I think it has rubbed off on Sam a little
723 bit more than Cassidy. I don't know...I don't know how they view it.

724 I: Has there ever been a conversation with the kids about why Dad is doing this with these kids and he
725 missed my play or why is he not home with me?

726 K: I don't think that either of them felt that way. Honestly, I think both of them kind of idolize him. Way
727 more so than me because of that added role of coach and I was at everything. I don't think I missed...I
728 almost missed nothing. Even if it meant one was playing on this field and one was on that field and I was
729 like this the whole time. I very rarely missed anything. So, I don't think they ever felt like somebody was
730 not there and he came to everything he could come to...I don't ever remember them saying, why is not
731 my Dad at my game. I would get mad when people criticize and I would say, he is not at his kids' game
732 because he is with your kids. That would make me angry when people wouldn't appreciate that. I don't
733 think my kids ever said anything about it. Course, you were with Sam most of the time...

734 J: Yeah...and a lot of it, too, for us...we are at the age of having cell phones so immediately getting in the
735 car and being able to say, hey Dad, we won. That...I think that makes a difference...

736 K: ...or when I would go to Sam's college games, he would have his phone, at baseball games, he would
737 have his phone on in his pocket with the video playing in the background. He would literally watch a lot
738 of it. When I would text him every play...including the balls and strikes...very detailed...

739 J: It was funny because, it might have been Sam's junior year...I can't remember if it was his junior or
740 senior year...junior maybe...and he was playing and she was watching and I had my phone set up on the
741 side and it was not a video, it would just pop up what was happening play by play...and one of the
742 kids...hey Coach, Sam just got a hit. Then like, what are you talking about, I saw him on the video. I was
743 like don't let everyone know my telephone is sitting right there. Sam's senior year, I told the guys, listen
744 this is his senior year. I might miss some or I am going to watch his games in the dugout...so if you see
745 my phone with video, yes, it is my telephone. If it has an odd ring to it, Mrs. Greene is calling because she
746 will only call if something happened and it is usually not good if something happened...it was so funny
747 when he hit that home run. I think telephones have made it different in that because the kids could
748 immediately get in contact, just as soon as something was over, hey Dad I did this today, or hey Mom, tell
749 him about so and so. I think that made a little bit of difference.

750 K: I think Sam has always been a bit more cognizant of who was in the stands, more so than Cassidy
751 every was. I don't think she cared...I mean I think she cared if people were there, but I don't think she
752 cared if it was one or both or the other. Sam would always...he would always...like when he came up to
753 bat, he would find us and wave at us. I think he always just cared about that more, but I don't think he
754 ever felt slighted by him not being there at times. Maybe because they were always together all the way
755 through...I mean...all the way through high school they were together.

756 I: Do you think Sam felt pressure to perform?

757 K: Yes...yes...I do...I think he felt like...and it was all pressure he put on himself...it was never...in
758 fact, in baseball and football you were never his position coach. He always made sure he was not directly
759 over him, but I think, too, that for both of them, sometimes it was hard not to bring it home to want to talk
760 about it or anything like that. There were times I had to say, no more, we are not going to talk about it no
761 more, and he was pretty good about it, but Sam would sometimes want to ask him questions about it and
762 it did not always turn out well so you just had to stop that. Yeah, I think he felt pressure, because he just
763 wanted...like I said, he was a pleaser who just wanted his Dad to be proud of him. Sometimes I don't
764 think he realized he was proud of him anyway, not because of what he was doing on the field. I don't
765 know if he ever really got that until he was...maybe a senior in college...it took him a long time to
766 like...even when we would say, if you want to quit tomorrow that is fine, we don't care. I always felt like
767 he...um...he quit football when he was a little kid. He hated it, he would cry, he did not like to get hit. So,
768 we were like, you don't have to play football, we don't care if you play football. So, he did not play for
769 several year, he did not play through middle school. He got to be a freshman and he said, I want to play
770 football. I was like, why do you want to play football. I really think he wanted to play football...I will say
771 this anytime...he wanted to play football because well, my Dad coaches football and everybody will
772 wonder why I am not playing football because my Dad coaches football. If you watch him his freshman
773 year, he wouldn't...he would tackle from the side, he would not...like, I think he probably did not like it
774 a lot his freshman year. I think he learned to like it, I think he really enjoyed it, but I think he did it, even

775 though we said, we don't care if you play or not, I think he felt pressure...it was self-imposed...but he felt
776 it.

777 I: What do you feel is the hardest part about having a coach for a spouse? What is the greatest challenge?

778 K: Um...probably finding the urge to defend him a lot. I don't think people realize while you are enjoying
779 your Saturday, we can't go anywhere because he is up at the field doing this, that, or the other. He can't
780 not go, like if we go by the school, he cannot not turn in and check on things. Oh my gosh, somebody has
781 been out there, this needs to be put up, the grass needs cut, it is brown, it needs...so I think it just never
782 leaves him. Sometimes when I just want a weekend where we just are able to go somewhere, we just
783 can't. There is always something that needs to be done. I think that is hard...and then defending him
784 because people don't realize...oh, he is just a football coach and football coaches don't teach, they do
785 this, that or the other, and I am like, you know, he teaches all day long. Yeah, there are some football
786 coaches that don't, he teaches hard all day long and then goes out to...you know...your kid all afternoon
787 long. He is probably with your kid more than you are on a given day and sometimes, that makes me...that
788 is one of the hardest parts not to say, you know, screw you. He is out there all the time

789 I: Jack, what do you think the hardest part about coaching and having a spouse and family?

790 J: The giving the proper time...you know...I think we have had the most fun in the last...well, I say for
791 me and her, with the kids being out, both of them being off at college, we just decide on a Saturday or
792 Sunday morning, we are going to jump in the car and take off. We just go ride. Now, we have gotten into
793 going on hikes and things like that, you know, you start looking back and you could have been doing this
794 a long time ago if you really wanted. But, you know, and then again, I go back to because technology has
795 changed and time has changed, you can ask her...used to be on Sundays, I would go to a meeting and it
796 started at one o'clock in the afternoon and I did not get home until seven or eight. Now I go at two and I
797 can be home by five because the films are electronic now, I can get it at the house and...those kind of
798 things...time has been different. We started laughing last night because the FCA (Fellowship of Christian
799 Athletes) director said, you guys probably don't remember the old films and we are going, well
800 actually...we do because when I was in college and I coached for that semester and she would go with me

801 Sunday mornings after a Saturday game, do a drive to Cullowhee, North Carolina, and trade film and
802 drive right back to Presbyterian College...and that...

803 K: ...Even high school, you would go meet a coach on Saturday. You would play Friday night, drive
804 somewhere Saturday to trade film, and then watch it Sunday. What people see as a two-hour football
805 game is really an entire weekend. It is not as bad now, but it is still a weekend. When Friday night is over
806 and you go somewhere, you got to be back for a Sunday meeting. Although, now he will sometimes say,
807 hey guys, I am not going to be at the meeting. He used to not be that way.

808 J: Everything electronic...now I can get everything...you have got a program now where you send it
809 Friday night after the game and by Saturday afternoon they have already broken the film down for you
810 with their little algorithms. You pretty much know what the team is like and what they will do against you
811 and you don't have to spend six hours writing every play, now you have the top five plays and you
812 know...you decide what you want from there. It has become a lot easier and you can do...you can say,
813 listen, I am not going to be there on Sunday...this is where I thought about trying this...and you can kind
814 of move on. I am sure there are some coaches that will not let you do that, but...

815 K: There were times fifteen or twenty years ago when they were still doing that kind of stuff, and it would
816 be the whole weekend, I just learned to take the kids myself. We are going to Florida, we'll see ya...I
817 mean...that's just what I did so they were not like tied down to the house because of...what was going
818 on. At first, I felt kind of bad about it, then I was like, you can come if you want to, but we are going to
819 go.

820 I: What do you believe or feel is the hardest part about being a coach with a family?

821 J: Looking back and saying...did I do it right...were you too busy with everybody else's kids than your
822 kids...and you ask your kids and they are like, no, no, everything was great. Then you look back going,
823 what was the little subtle thing that was said one day where...I wished Dad had been there or hey, where
824 was I in that picture...oh yeah, you weren't there because we went to the beach and you couldn't go
825 because...I think that is probably the biggest thing.

826 I: Has there ever been a time period where you have looked back and thought I wish I had been on the at
827 trip, staying home was not worth it, I wish I had made a different choice?

828 K: The homerun game...

829 J: ...yeah, probably so...but had I been there he would not have hit a homerun. I mean...I don't think I
830 ever told him this...I am trying to think of all his game in college...I might have seen him take twenty-
831 thirty at-bats in college...if that...I think he got two hits in thirty at bats when I was there and probably
832 struck out half the time. But when I was not there, he would have...we were on the road one day and they
833 are on the road...we can't go and see the game and we were listening to it on the radio or
834 computer...whatever it is...he has a hit, he has another hit, and then another hit. Then the next game he as
835 two more hits, holy Toledo, but I don't think there was a time when I said...golly...but then when he hit
836 that homerun, I wish I was there, but then in the back of your mind you are thinking, I doubt he would
837 have hit that homerun if you were there...you know...those kind of things. Like I said, you look at
838 pictures sometimes and go where were they then, oh yeah, I couldn't go on that trip. But you know...we
839 are going if you want to go, but again, you feel consumed by, I dedicated myself to do this so I got to do
840 it, but then you look back and go, well that was stupid, but hindsight is 20/20.

841 I: Was there ever a time in your marriage when coaching was a little bit more difficult than another time?

842 J: Anything? I can't think of anything were...

843 K: I don't think so...but like I said, I think a lot of it is because...I was an athlete and I was also pretty
844 independent anyway...so...I think I have always been a, I can do it myself anyway.

845 J: I think for me, as the kids got older...

846 K: Sometimes I needed a break...sometimes they would be fighting or whatever and he would get home
847 and would be like, I got to go for a few minutes...

848 J: Yeah...

849 K: ...I don't think that one period was more difficult than another...

850 J: I think for me, it was the perception as they were in high school, especially getting to be their junior
851 and senior year, each one of them, was that I wanted to watch a little bit more and there were probably

852 times when I did not do my job as well as a coach because I was trying to pay attention to what they were
853 doing. You know...trying to watch...I got the game over here, I am trying to peak and see what is the
854 count...coach says three balls...I think I kind of lost that or cost them with her on the phone, what is the
855 score of the game...four minutes left zero-zero, we should be up by now. I am telling the kids, you should
856 not have your phone out, and I have my phone out sitting in the back of my pocket, but...you know...that
857 was a part of it.

858 I: When you watch your children participate, at the collegiate level now, what emotions do you feel, what
859 emotions did you feel when you watched them progress from high school to college?

860 K: I think I am super proud of them because they worked for it themselves and to see them feel good
861 about their successes makes you feel good. I mean...I could...I don't care that they are playing in college
862 but they both did, but because they both did, that makes them happy to be doing that. I think that's...I am
863 just happy for them that they enjoy that.

864 J: It is kind of interesting because they play to very different...very different...sports. With baseball being
865 team but individual oriented. You would look at times when he would be batting ninth spot in the order
866 and he would get three at-bats in the game and the guys at the top are getting four or five. He would get
867 one ball in right field the entire game. OK, what have you done today...that is what he would feel
868 like...and whereas hers is more the team oriented side, if the ball get through the other ten people all of a
869 sudden it is on her and she is the last line of defense and if she does not stop it, it is awful on her...and
870 you feel awful for her knowing all that went into that one minute and a lot of times you don't think about,
871 well, it got past those two, it got past this one, and her mentality has to be, OK, I can't worry about them,
872 I have got to do my job here. So, it becomes a...I think...it is kind of...especially when your daughter is
873 goalie, it is kind of gut wrenching, oh, please...and for her, it is the penalty kicks...I mean...it's the
874 funniest thing in the world to watch her because she is just so tightly wound...please, don't let this go to
875 penalty kicks, we are down one to nothing...now it is tied one to one...oh my gosh, we are up two to one,
876 but you are living through the whole thing. You just feel the emotions through the kids, but it is two
877 different emotions, I think.

878 I: Has there been a time when you feel conflict between your role as a teacher, coach's spouse with
879 admin?

880 K: I think so, because I think sometimes again, they don't realize how much time and effort goes into
881 what they are doing. Because academics comes first, and it should, I think sometimes instead of it first
882 and sports being second, sports are just an afterthought completely. I think that they...you know those
883 kids that are athletes...it is because of athletics sometimes we are able to keep them focused on school. It
884 is what keeps them in-line and I think if you...then...yes, so sometimes I get frustrated with the lack of
885 focus on that. Um...or...maybe it is just my perceived lack of appreciation for what they do, like, yeah,
886 you are at the lake with weekend with your family and he is cutting grass. Those kinds of things
887 sometimes...like I know I am a teacher and I really can't say anything about that, but I am thinking it. I
888 think that is about...or scheduling sometimes...like if he needs seventh period planning, but he can't get
889 seventh period planning, so instead, not he has got to rush himself from his seventh period class to get
890 ready to go to a game or, if you had just given him seventh period, then when you leave for
891 games...sometimes it is just not important enough...sometimes I get frustrated though.

892 I: Would you describe your husband being in-season as being similar to military TDY?

893 K: Yeah...I will be honest, maybe it was because I am a military brat and my Dad was gone a lot on TDY
894 that maybe that is just always been...maybe that is because that is what I saw so that...I never thought of
895 that...but maybe that is why it has never really bothered me a lot. It is more noticeable now that my kids
896 are not home, they are off away at school, because the hours from three to whenever he gets home around
897 seven are awfully quiet. I think I have probably noticed it more now than I did before because it is just me
898 and I have a cat...you know...take a string and play with the cat...I am like, I don't even want to fix
899 dinner because it is just me, and half of what I am eating he is not eating anymore...so...I don't know...I
900 don't think I noticed it because...like you said...I grew up with a Dad that was always gone, he would be
901 gone for months at a time...my Mother was always the one that...like I never felt neglected or like my
902 Dad was not there, even though he was not there a lot, I think that is a credit to my Mom. I don't

903 know...maybe that is why it never bothered me when my kids were home, I always had something to do.

904 Maybe I am an anomaly.

905 I: What advice would you give to young teachers getting into coaching?

906 J: Where do I start on that one...um...what advice...very first piece, you don't know as much as you
907 think you do. You got to think about the big picture before you worry about your little piece you are
908 putting in there because you got to build piece by piece, but some of the people we work with now are
909 young guys and they got the world by the tail. They say we are going to do this, this, and this, and you
910 say, slow down, let's look at this first, and it is you are against the system, you are not for us. That kind of
911 thing...I find that amongst a lot a people that are young. Listen...I can come across as brash...when I get
912 called in...and this is a true story...I get called in by a head coach because one of the assistants who is a
913 defensive coordinator thinks I am trying to take his job. I am not...being a jerk, I went right to him and
914 said, look, I am after your job, if I wanted it, it would have been mine before you got it. That is just the
915 way I feel about it, but that is just the kind of young coaches right now, taking everything the older
916 coaches have, you don't have to use it, but put it on the book shelf and use it later. I will never ever, ever,
917 ever, ever forget this and this kind of put me in my place as a young coach. I was complaining and I was
918 complaining and complaining, and I remember Brice Gatsby turning around and saying some choice
919 words and said get off the field. You talking to me and he said get off the field. He said you do nothing
920 but complain about stuff, he said, change it by doing it and quit complaining about it. You are just like the
921 kids. I am sitting there going, in my mind, who are you to be telling me that, smart enough to sit back and
922 go, he is right, you do complain about everything versus doing anything about it. Now, you see a lot of
923 that still and it is just...what have you learned over time...even from people you thought were good
924 coaches, not great coaches, you can always take something away...how do you deal with people...those
925 kinds of things. Don't take everything so personal, whereas, now, a lot of them take everything so
926 personal, everything is a personal attack. Sometimes it is a personal racial attack, sometimes it is a
927 personal size attack, personal attack because I do this job versus that...that is other people...that is how

928 some people are, they just look for every little thing to attack and you just got to kind of let it go. Again, it
929 took me a long time to learn that, I am sitting there preaching to a choir, but I think that is part of it.

930 K: I think you have said this before, one of the things that younger coaches should probably understand is
931 that wins and losses are not the most important thing about it and sometimes I think they think that.
932 Sometimes it is more important what you are doing to develop the kids to be...you know...happy, healthy
933 adults.

934 J: Yes, you know...I am going to use this as an example, again, I am not condemning anybody here,
935 yesterday we had a little football meeting online and the guy who is speaking asked the question, what
936 was the record last year, and immediately there was a response, this is what the record was, but we should
937 have won three more, it should not have been that, we should have won these two right here, we just
938 made some bad decisions...those kind of things. I am thinking listen...one, you are on here with three
939 other coaches, you are on here with the oldest guy on the staff who knows exactly what you are saying in
940 your little coded wording in what you are trying to say it in, and unfortunately for us, two of the loses
941 come from a bad decision you made but it was put off on something else, that is where you have got to
942 get over yourself. I did not say anything about it, I just let it go for what it was, but that is kind of what's
943 happened. I think they are learning, but that would be what I would tell a young coach...get out of your
944 own way, learn from everybody around you, you are going to learn something from everybody around
945 you...at least you should be able to...

946 I: What advice would you give to a young couple whose spouse is coaching?

947 K: Probably that you have to accept from the beginning that you are going to do a lot of if by yourself, but
948 I think it is also important to let your spouse know it is too much, when you need some help...don't try to
949 do it all when you can't do it all. To try to be involved in what they do...I think the ones that struggle the
950 most are the ones where the wife does not go to a lot of those events. I think...my kids grew up on the
951 fields and I think that was actually pretty valuable for them, I think that they loved it. I think that you
952 have to understand it, so if you are not around it and you can't commiserate with him about what is going

953 on, that is difficult...so...I would say...communicate like when you are frustrated, you need to let him
 954 know you are frustrated, but to also be involved in it.

955 I: What do you want your children to take away from watching you coach?

956 J: Dedication, hard work, I am a firm believer that if you work hard, good things will happen at some
 957 point in time. I think sports teach that, you are not on top of a mountain all the time...you can work get
 958 there and you can stay for a long time, or you can get there and fall back or you may never get there. To
 959 get to the top to stay is hard work, to get to the top and fall is still hard work, and to try to get to the top is
 960 hard work, it is going to come at some point in time. I hope they take that with them, the drive to be the
 961 very best that they can be, they might not be the best person there, but the best they can be...I hope that is
 962 what they take from it.

963 I: How would you describe your marriage?

964 K: I would say we have a pretty comfortable marriage. I think we both know...what is important to the
 965 other person...I don't know how else to word that...

966 J: ...I like that we are comfortable...

967 K: I mean I would not say...there are times that we bicker...because we do...but, I mean at the end of the
 968 day...I think we have it...I think it pretty well worked out...

969 J: I think...you know...the one thing that we can...we both read each other pretty well...who has had a
 970 good day, who has not...when you say the wrong thing, it is not a blow up and I am done with this...I
 971 think I might have put my foot in my mouth there, let me go back...being able to say sorry. That is a big
 972 thing, one of the things I worry about with some of the young guys, they are out there in their world, and
 973 they are like, well, I ain't going to show her that I am weak and say, sorry, when it is not really being
 974 weak. If you did it, own it, that is just the way it is. I think that is tough sometimes, especially for guys,
 975 but I think...I mean...

976 K: I think, too, and you know this a little bit now, we have worked in the same school for eighteen years,
 977 because I was in South Carolina first, but the same school for eighteen years. I might go like two weeks
 978 without seeing him at school. When I say it is comfortable, I don't feel a need to go eat lunch with him

979 every day for it to feel like our marriage is good. We don't sit by each other in a faculty meeting, we
 980 don't...maybe that sounds weird...I don't feel like...

981 J: For me it is like your own space...not that I need my own space...

982 K: I think everybody needs to have...

983 J: ...but you need something that is...you know...what you go home to everyday and that kind of
 984 thing...when we go the faculty meetings she will sit with Brooke and then Kylie sits over there...I usually
 985 go plot down in the front where there are empty seats or go stand in the back or something like that...it
 986 get night time, I am still going home.

987 I: Has working together taken some of the pressure off as far as communicating or ...

988 K: I think that...we have the same schedule in terms of...so when I was teaching in South Carolina and
 989 he was teaching in Georgia...the reason that I moved to Georgia was, number one, it was a part time job
 990 so that gave me a little more flexibility. Number two, when I was in South Carolina, our schedules were
 991 different, even our holidays were a little bit different, so that became a day care issue...once I moved over
 992 to Georgia, not so much being in the same school, but having the same schedule...we don't drive to work
 993 together because I don't want to stay until eight o'clock...I don't know...I think there is just that comfort
 994 of...that comfort level of not feeling obligated to be...to do everything, all the time together. I think
 995 sometimes when you have younger couples, they should always be doing things together, I think it is OK
 996 to say, I am going to do this while you go cut your grass at the field or whatever it is...and nobody feels
 997 hurt.

998 I: What is one think you want your children to take away from watching you support your husband?

999 K: I think just that...you should be proud of what your spouse does...there is a... I hope they see that I
 1000 am proud of him for being a good teacher, a good role model, and a coach. I hope they see that I
 1001 communicate...you know...even when we drive by the school and I say, I know we are turning in right,
 1002 even though we know he can't drive by and not stop...or when we are out and run into people from the
 1003 community and he talks for like an hour while we are waiting in the car...but that they know we are still

1004 proud of him...I hope they see that...I think you should be proud of what your spouse does and they see
1005 that.

1006 I: What do you want your children to take away from watching your wife support you?

1007 J: Gosh...I guess it goes back to dedication. I want them to see that I know that they know sometimes that
1008 she is not happy just because she is by herself or she get frazzled because she goes here or there...she
1009 doesn't blow up at them and she does what she has to do as a mom...she does what the mom will do and
1010 she takes care of her children and she shows support...I hope they understand they can support their
1011 spouse...I hope we leave a good model for them to, when they decide to find that person, whoever that
1012 might be...they can say it was not about the coaching part, it was how Mom and Dad did things together.
1013 How they dealt with issues or problems or whatever it might be. I try to let them know that my family
1014 was different from hers, she had a Mom and Dad around for always, mine walked out the door one
1015 day...it is a little bit but just because that happened to me does not mean that is going to happen to us...so
1016 I hope that is what they take...that they see me project that or we project that.

1017 I: What do you want other educators, administrators, to know about high school coaching?

1018 J: There is a lot more behind the scenes than you will ever know the half of it...they can make your...for
1019 as much as you worry about them making your school look bad as much as they are in the news, they are
1020 also the ones that make it look good. Let's just go back to this past week, let's look at the number of guys
1021 just standing around out front in the hot, in the rain, three of the five out there were coaches...doing jobs
1022 that is not their job, that in most cases, they volunteered and said we will be there. I think that is what...it
1023 is very underappreciated in that sense. They see all these pictures of these coaches that are making a lot of
1024 money and have big time programs, but there are a lot of coaches that...I am a lifer assistant coach, I will
1025 never be a head coach and that is by choice because I feel that is the best position for me to be in, but I
1026 think that they don't understand what really goes on behind the scenes. I think that at some point in time,
1027 if I ever get into administration, I know what happens on a Saturday morning when everybody else is
1028 going to get donuts and that man is going to get on the lawnmower to cut grass for four, five, or six hours,
1029 and he is going to go jump in the car and catch up with his wife and kids and they are going to go do

1030 something for a little while until they have to come back and he has to come back and take care of
1031 something else or they get those phone calls, like when Gibbs called me and said the sprinkler line is
1032 busted, do you know where the cut-off is, and I am upset because I don't know where the valve is, I
1033 should not have to know where the valve is, he should not have to know, that should not be our concern,
1034 the question should not have been, do you know where the valve is and can you cut it off.

1035 K: The doors are unlocked, and the lights are on in the building, no one is there, and a coach is the one to
1036 secure the building...

1037 J: It is a Friday night and it is 1:14 in the morning after a football game and everybody has left except one
1038 person. As he leaves, the locker room is still open the concession is still open and the stadium lights are
1039 still on. This person locks all the doors, locks all the gates, and cuts off the lights. That is what you are
1040 supposed to do kind of thing. I hope that coaches understand that that is going to happen to them, but I
1041 wish that some people at the top would see that these guys are worth every penny that you pay them plus
1042 they should get a little bit more. It is not about the money, it is about the support part of it, when they
1043 come and ask for something, don't just say no or go and raise your money for it, say, let us look into that
1044 and how can I help you to do that. They are not asking for things for us, we are asking for things for the
1045 kids that will give them more opportunities. I hope that is what we could pass along.

1046 K: I think the time...if I had to give advice to a young coach, you have to realize that it is not just about
1047 getting ready for a game, playing the game, and leaving. That it is way more intense than that...I don't
1048 think they realize that...I don't think they realize the field maintenance or the player maintenance, the
1049 paperwork...um...eligibility...all the stuff that goes with it. I think that when they get into it, they are
1050 kind of starry eyed and think all they are going to have to do is put the line-up out and...

1051 J: Now I can go home and play cornhole...

1052 I We are down to the last questions; how often do you refer a student to a graduation coach or a guidance
1053 counselor?

1054 J: Maybe once or twice a year.

1055 I: What issues are you predominantly referring for?

1056 J: Most have been home issues were a student is having a bad day or is emotionally out of it to take in a
1057 lesson.

1058 I: What do you believe to be the most influential factor in the classroom: society, family, emotional needs,
1059 or academic and why?

1060 J: For my course I would have to say it is torn between society and family. The students I tend to have are
1061 just coming to the age where they are really at a point of realizing who they are as individuals. They tend
1062 to be torn between some family and societal norms. My course has the added influence of politics so we
1063 see societal and parental factors at play there also.

1064 I: What leadership skills do you believe are the most important to be a successful coach and why?

1065 J: Listening skills. I know people think that is what kids say but also paying attention to body language. I
1066 feel successful coaches are great leaders by listening and directing kids in the ways they can be
1067 successful.

1068 I: What are some of the lessons you learned from previous coaches and do you incorporate these into your
1069 own coaching style?

1070 J: Control what you can control!! I try to use it every day.

1071 I: How do you define success in the classroom?

1072 J: Being better today than you were yesterday. Some kids just get it and the bulb is always on, some get it
1073 over time.

1074 I: Has there ever been a time when you thought about giving up coaching? Can you explain the
1075 circumstances?

1076 J: Cannot narrow the time to one. I have thought about giving it up when people forgot the focus of high
1077 school sports and verbally attacked kids, I thought about stopping when I was used as a fallback way to
1078 release a fellow coach because parents were unhappy. I have thought about more lately because people
1079 are ungrateful for what coaches do. They expect the coach to be there and give up their personal life but
1080 Hey don't ask their kids to miss something they have planned.

1081 I: Do you have any last words?

1082 J: Nope

APPENDIX C

INTERVIEW 2: HUDSON AND ANNA GLORY

Interviewer (I): I: This set of questions will focus on your role as a teacher. If there are any questions you do not want to answer, please let me know and we will move on. You will be provided a pseudonym in order to protect your identity and any identifying factors, like school name or a child's name will be changed as well.

Hudson (H): Alright

I: How long have you been teaching?

H: I have been teaching for eighteen years.

I: What grade levels have you taught during your career?

H: I have taught elementary P.E., kindergarten through fifth grade for eighteen years.

I: How long have you been at your current school?

H: Seventeen years

I: Any you mentioned you teach P.E.?

H: Yes

I: Can you explain why you choose teaching as a profession?

H: I felt like I definitely have a heart for kids and want to impact them in a positive way. So, teaching was definitely a route that could be accomplished at. Um, my intention was to teach high school kids, um, but once I kind of got the opportunity to teach elementary school, I fell in love with it so I have just stayed there the whole time.

I: How would you currently view teaching as a profession?

H: Um, I think it's a respect...you know I think...I think...sometimes people don't really understand what it takes, or all the sacrifices you have to make to be a teacher, um, and then once they realize it, they realize hey, you are underpaid, overworked...you know overworked and underpaid kind of deal...I think some people think, oh you are off all summer, you are off on the holidays, but we are not paid for those, but I think it is a job that...you know...not a lot of people want to do. I think we have a teacher shortage

27 per say, because just it is a difficult career with high pay, but you know, there are intrinsic rewards that
28 outweigh a lot of things. I think it is respected because I think people realize how important teachers are,
29 um, now whether we get the fair share of certain things that is part of the big of the bigger perspective that
30 does not happen with teaching. So...

31 I: Can you describe your thoughts on teaching when you first began versus how it is now?

32 H: I think when you first start teaching you are trying to get your feet wet and trying to understand what is
33 going on, you are trying to learn how things work, how you need to adapt, how you need to do things, so
34 it is more of a learning process and you are going through the motions and on the job training kind of
35 deal. Then, once you find your groove, your comfort level increases, so now you can kind of...you see
36 things on a on a bigger scale, and you can kind of see, you know, what strategies work and what doesn't
37 work. I guess I kind of relate it to sports. It is kind of like when you first start teaching, you are trying to
38 learn plays, like I got to learn stuff, but then the older you get, the more experienced you get. You kind of
39 know the plays and now you can say, alright how can I reach all these kids and impact them. So, it kind of
40 changes, your focus changes a little bit.

41 I: Would you say that when you first came into teaching, you had kind of had a little bit of a romantic
42 view of what you thought it would be to what it has actually turned out to be?

43 H: Um, I think, I think that going in you are not prepared for the things you are going to see, obviously, or
44 the situations you are going to deal with because you cannot learn that from sitting at a desk or a
45 textbook. So, there is definitely...there is only so much they can prepare you for, you just have to get in
46 there and do it...so yeah...there is definitely is a...you never prepare for what you are going to
47 experience, but at the same time, I think that, you learn from experiences so it prepares you as to you
48 along the way.

49 I: What term do you prefer to describe a teacher? Do you prefer at teacher, educator, life coach, coach,
50 what term do you prefer?

51 H: I think a teacher and coach. I said coach because I think you are constantly teaching; we are learning
52 from the kids as much as...you know...they are learning from us. So, you are teaching and learning all
53 together, at the same time.

54 I: What is the first word that comes to your mind when you hear the word teacher or coach?

55 H: Um, I think the first word I would probably say would be someone who is caring, somebody who
56 wants to make a difference, somebody who wants to be an influence on people.

57 I: Can you in depth a little bit more into the caring and the emotions involved?

58 H: I think when you spend a lot of time with a group of kids or students, you get attached to them and it is
59 just...there is no way around it...and I see it...I see 800 kids over the course of the year, but I see
60 classroom teachers have that set of 25-30 and you know...they kind of take on the role of their own kids,
61 and you have heard kids accidentally call their teacher mom or dad, so you have that relationship with them
62 so I think that you kind of feel connected to them, they feel like they are yours, you have that pride in
63 them, so you have that connection to them.

64 I: You get to watch the kids go from kindergarten through fifth grade; a classroom teacher gets to watch
65 them grow throughout the year and then from a distance. Do you feel that you have a more well-rounded
66 view of the student as they grow from kindergarten to fifth?

67 H: Absolutely, I think that you see their character develop because as you get older, we get to see kids'
68 maturity level goes up, you see how they have come from one spot to the next. You get...it is like the
69 teacher...especially the younger grades, they get to lay that foundation...and then I get to see the
70 foundation being laid, but I get to see the results of it to. It is kind of like the younger teachers get to plant
71 the seeds and do the hard work and then the older teachers get to see the grass when it has grown, and I
72 get to kind of see the whole process because I can see it and watch the whole thing happen. It is kind of
73 cool.

74 I: What are the emotions you feel when you see a class that you have had move from kindergarten to fifth,
75 what are the emotions you feel as they leave the building and move forward?

76 H: Excited, you always have your favorites, the kids that just stand out, they are kind of like you. You
77 have those kids, like I said before, that have an impact on you. When you see them leave, it is kind of
78 bittersweet. But you are excited to see what they are going to do and how they are going to be a positive
79 impact on other people. It is all good.

80 I: How do you view your role as an educator?

81 H: I would say that it is definitely something you cannot take lightly because you don't realize how many
82 people are coming in contact with you and watching your every move. I think especially with the little
83 kids, you know, they are so impressionable. If they see you doing something or the way you act...your
84 body language...they are going to copy that. You know...we get to be...not necessary in the classroom
85 dealing with them so long. In P.E., it is kind of like we get to play, it is fun time. They don't realize they
86 are learning because we are covering it up with the fun stuff and so, they fall in love with that...so I think
87 we have to remember that what they see us do and how we act is going to make a big impression so we
88 got to take it seriously.

89 I: Can you describe some of the emotions you feel on a regular day in P.E.?

90 H: Day to day is different, it's not going to be the same day twice. You are going...I think... you are
91 going to come across with all of them because you get attached to the kids and not all the kids have the
92 greatest home life or background or coming from the same thing. So, you kind of feel the emotion, you
93 are sad for them but you know you have to prepare them...then you get to experience their joys because
94 they are going to be the first ones to come up to you and say, I lost a tooth, and they are going to be
95 excited. They are going to tell you, I lost a tooth, and the tooth fairy came or hey, my dad is home from
96 being in the military, they are going to share everything, I won my baseball game last night, I hit a
97 homerun, they are going to come to school and share things that, you know, maybe are not as big deal as
98 we get older...you know...they are little kids and that is a big deal so they are going to share the
99 experiences that happen in their life whether it happens in school or at home because they are going to
100 come tell us. Unfortunately...you know...not good things happen and they are going to tell us about those
101 too, so it kind of makes that tough.

102 I: Since you have the smaller, younger kids, do you feel you need to remind yourself what is important, it
103 might not be important to you, but it is important to them, or is that something that has become ingrained
104 in how you interact with them?

105 H: I think early on you have to remind yourself because you are trying to learn, your experience with that
106 younger age group is not so much, then you have your own kids, then the more you do it, it just becomes
107 second nature, kind of like riding a bike, you don't forget.

108 I: How have your emotional responses changed over the years?

109 H: Um...I think I try to, like I said, as far as being prepared to actually teach the lessons comes with
110 experience that makes the opportunity to understand where the kids are coming from and you get to really
111 have a relationship with them makes that door open so building those relationships creates that emotional
112 response with them. I think that you just got to make sure your impacting them in a positive way. You
113 might be the only person that gives them a high five, talk to them in a positive way, or see something
114 good. You got to find the good in every kid, they are just... there is something there for all of them.
115 Whether my class is their favorite or not, you can still find the positive in every kid. That is where I think
116 being able to teach everybody, you have where they all know me so they might not all know every teacher
117 because they have not had them in the classroom, but they all know me. Not only do they know us and we
118 teach them so you got to find the good and help them out with that.

119 I: Do you think having kids, do you think your emotional response to your students changed?

120 H: I think so, I think sometimes our kids get the short end of the stick...sometimes...because you spend
121 so much caring about them, then we have to remember to keep our check in line when we get home. I
122 think our patience is worn thin so the last thing you want to do is hear a kid in your face...you know...I
123 need this...I need this...when you have had that all day long so I think it changes because the older we
124 get our patience shrinks so you really have to work hard and say...alright...take some deep breathes and
125 get through the day because there is not a perfect kid, they are all going to push your buttons sometimes.
126 Kids are going to get away with whatever you give them so you got to keep those emotional things in
127 check and number one remember they are just kids and not lose your cool and be patient and understand

128 they are all...they are all in the same class, but coming from totally different places. I think having your
129 own kids helps because you are kind of like, hey, I want someone else to treat my kid the way...I want to
130 treat these kids the way I want someone to treat my own kids and be fair about it. But then, when you
131 come home and you have had one of those days, maybe your own kids get short-changed a little bit.

132 I: How do you meet the needs of your students?

133 H: I think that's...there is not one answer for that. Obviously through teaching them skills that they need
134 to be physically active, teaching them life lessons on how to be health, hopefully, instill something. We
135 got to give them a broad range of...you know... we got to try to reach these kids by doing something they
136 enjoy and keeping them active that is on a path to keeping them healthy, but then they have so many other
137 needs. You know...school teachers are called to be more than just teacher, I mean, you got to put
138 different hats on during the day...so...there is a broad range of that...you got to do a little bit of
139 everything.

140 I: Do you feel you are able to reach every student?

141 H: I would hope so...I am sure there's...over the years kids that fell through the cracks...you kind of feel
142 like you could do more, you come back and think I could have made more of an impact here or there...I
143 think sometimes we spend...for me and for you maybe...in my class the kids that are super athletic, they
144 are going to stand out and make a name for themselves. They are going to kind of steal some spot light,
145 and then you have the kids that struggle with bigger issues, they are going to stand out because you have
146 to stay on them and find what is going to keep them motivated to stay out of trouble and on the right
147 path...so it is those kids that are kind of well-behaved and quiet, maybe not as athletic, they miss out on
148 some of your attention sometimes so you make a point to talk to those kids that are kind of...fall into that
149 middle line and make an impact. I am sure that sometimes you do it and sometimes you slip here and
150 there. Kids that transition in and out and are not there the whole time, it is hard.

151 I: When you look back on those kids and sometimes...you know...what could I have done, could I have
152 done more, what are the emotions you feel with that?

153 H: I don't think...you can't kill yourself; you can't beat yourself up about it because none of us are
154 perfect. As long as we know we are doing our best, I think, it is tough sometimes to see that happen but at
155 the same time you can't beat yourself up because you are only one person. Then you got to realize there
156 are probably kids that you didn't realize you were impacting. They could say, this teacher did this, like I
157 didn't even realize that. You have those relationships with some students, they are going to tell you what
158 you meant to them but then how many kids go by were you didn't realize what you said or did made a
159 great impact on them. You might never know...so...I mean you got to take that for what it is worth.

160 I: Is there a particular type of student that you do pay a little bit more attention to as far as watching them?
161 I know you mentioned there are going to be athletes that rise and behavioral issues but when you're
162 looking at a class of 30 and you just notice something might not be right or something needs a little more
163 attention is there a type of student that you think I need to watch that?

164 H: Yeah...you know...social interaction is huge. I think that...um...not only do we teach skills, but we
165 mess up one time and they are not life or death. They are in a different environment, if you see kids that
166 kind of like struggle to find a place, a group, a partner, a teacher, you try to focus on them. The good
167 thing is there are always those kids that will go outside their comfort zone to make those people feel
168 included, they are just good at that. So, you kind of know who those kids are and you place them with the
169 kids who might struggle a little bit.

170 I: Can you describe the most stressful situation you've as a teacher and how you handled it?

171 H: That's tough...when Lewiston first opened our student population exploded and we were...we got real
172 big way fast. The numbers in our classroom size were just unmanageable, we just had too many kids and
173 we were just waiting for the district to get another PE teacher, we had a half time. It was me and a half
174 time teacher so the school would continue to grow and grow before we could keep up. I got frustrated
175 because I felt like I wasn't getting to teach. You're are talking 50 to 60 kids by yourself; you are not
176 teaching you are just crowd control. That got frustrating...it's like...alright, I don't like what I am doing
177 because I can't build a relationship and how I am playing crowd control, and I'm not doing anything
178 productive. So that is frustrating.

179 I: Are there times now where you feel that same frustration?

180 H: Um...Not nearly as much I think your experience helps you understand and be more flexible. The
181 older you get, the more experience you get, the more flexible you can be in those certain situations, more
182 tolerant, I guess. Your patience gets smaller because you get older tolerance but your tolerance kind of
183 goes up because you are kind of used to it. It has happened before; we will deal with it and make the best
184 of it.

185 I: Would you say tolerance is one of your bigger coping skills?

186 H: I think for teachers that is a big thing. You don't know what they are going to throw at us. And every
187 time, it seems like something else, do one more thing, one more thing, one more thing. If you had no
188 tolerance, you would probably not be in teaching.

189 I: Do you consider yourself an emotional person?

190 H: I think so. I think...yeah I would say you got to get...if you are doing it right and you build good
191 relationships with your students no matter what...um...level it is, I think the longer you teach you see
192 your kids become adults, they are going to make bad choices or get caught up in the wrong thing and you
193 hear about it, you see about it, it just breaks your heart a little bit.

194 I: When you're in the classroom would you say your emotions are on your sleeve or are they a little bit
195 more under the surface?

196 H: I think a little bit more under the surface. But the kids all the time see you're having a bad day or
197 whether they're getting under your skin, you can't let them think they are getting at you. But at the same
198 time, too, you want to make sure you don't get too involved in some of those things so you just got to
199 play it clear.

200 I: How do you regulate those emotions?

201 H: I think that goes back to experience. You want to make an impact but you got to know that there is
202 only so much you can do. It has got to start with home, they have got to have influence at home, influence
203 within other people, maybe it is church, maybe it is friends, maybe it is a team. They are going to come
204 into contact with so many other people, too. So, yeah, they are with us a lot of time, and they are with us

205 at school several days of the year, but when it is the weekends or something else, you got to hope there is
206 somebody else there so you can't put it all on yourself. That keeps you not so emotional about it.

207 I: Has there ever been a time where emotional regulation has not worked?

208 H: Yeah, I think so. I think there is certain groups of kids that if you put them together, they are going to
209 make it tough. They are going to...and you kind of catch yourself being like, alright it is time to separate
210 the situation, got to remove yourself, remove the kids from the situation and make yourself...you need a
211 timeout. Teachers need a timeout sometimes too.

212 I: How would you say emotions affect your classroom? You have 25-30 kids coming together, maybe
213 from a class they did not like, maybe from a class they loved, how would you think emotions affect your
214 classroom?

215 H: I think it is huge, because, like you said, depending on who is coming in there, coming in with
216 different kids, from different places, some might have just had math, some might have just had lunch.
217 There is so much going on, you don't know what happened before they walked through the door. So,
218 they...kids are going to bring that with them. Sometimes, depending on what we are doing, they can be
219 redirected and kind of lose track of what was bothering them. So, you got to keep a positive attitude, you
220 got to come in and try to get them to say, let's leave that at the door, this is what we are going to do. If
221 you do a good job of transitioning and finding something they are going to be interested in or including
222 them, maybe they will...forget their problem for that forty-five-minute class period. They will forget
223 about it.

224 I: Are you aware of situations that may impact your kids in your room before they come into your class?

225 H: Sometimes. Sometime the teachers will give us a heads up, hey this is happening today, or this
226 happened on the playground, keep an eye on it. I think that goes back to getting to know your kids, we
227 talked about good relationships. If you have those relationships with those students, that is the one
228 thing...the advantage I get, where I have known this kid for four or five years, now he is fifth grade and
229 he's...you can tell something is bothering him so you can head that off...you have the relationship where
230 you know they are just know themselves so you can kind of tackle it before it blows up into a situation.

231 Unfortunately, there are times where you don't know...if they have that trust in you, they will hopefully
232 share with you. Sometimes you do things, and you are like, OK, that did not work, something is bothering
233 them.

234 I: Two questions to come out of that: when you are transitioning the kids, what skills do you use to
235 transition in and out?

236 H: It depends on the age. The age group changes what skills we use. I think the older kids want to come in
237 and be social. They want to tell you what is going on, those kinds of things. They are more comfortable
238 with you because they have that relationship with us. So, you use that as...we will use skills of...I will
239 tell us something you did yesterday or tell us something...finding things to interact with them while we
240 are waiting. I think the little kids you got to do more whole group stuff with. They can't really handle the
241 one person talk, one person talks, because everyone is going to tell you something at the same time. They
242 don't get that part yet, so you got to do whole group activities to get them to transition in and out, to keep
243 them focused. So, the change is based on the age group of the kids.

244 I: Based on the relationships you do build with the kids; do you feel you have a little bit more leeway in
245 what you say to them or do you feel you like sometimes you need to back off?

246 H: Yeah, I think we can probably...I wouldn't say getting away with talking to kids a certain way...but,
247 when you have that...it is like the teacher in the classroom...the first week of school they have not had
248 the kids, they are learning everybody brand new, and as the year goes on...this teacher has the
249 relationship with that student, so they are going to be able to get them to calm down or, hey, I need you to
250 get this work done...they will work for this teacher, but not that teacher. I think we have that ability to
251 talk to the kids or get something out of them that we need to get out of them to make them succeed and
252 stay focused. But I think, again, you have kids were the school becomes a family, so you get to know
253 parents because you have had them six years and so their families become part of your life. So, you have
254 an interaction with the parents...so you know, you can say, I know these parents, I can handle this kid and
255 I can talk to him a little bit different. You build a relationship where you can say, I know these parents
256 would to know what is going on and to inform them so let me do my best to figure out what is going on.

257 I: Which age group do you prefer?

258 H: The older I get, the upper grade kids. They don't take as much of your patience. First starting out, you
259 can handle the five and six-year-old, but if I had to have five and six-year-old all day...I would need to
260 drink some youth potion to get myself back there.

261 I: What do you want your students to take away from your classroom?

262 H: Definitely want them to learn the skills, but I want them to find something that they enjoy that can
263 keep them physically active into adulthood or they can find a sport or any activity that will help them
264 have another outlet, be more well-rounded. Then social skills as well because that is really a big thing
265 now a days...everybody is in front of a screen, kids have phones, kids have iPad, and that is the one time
266 that we are not using the phone or the technology piece so much. I mean we do incorporate technology to
267 a certain extent, but we are not...we are moving, we are not sitting still. And then they have to
268 communicate with each other outside a text message or snap chat or something like that. Some people
269 think that is a lost skill now a days...interacting with people...and you can tell over the years, the way the
270 kids interact with each other is different. They talk to each other, but not face to face. Kids can sit there
271 and talk to each other on the phone instead of just standing and talking to each other face to face.

272 I: Looking back over your eighteen-year career what do you want to take away from your teaching?

273 H: I hope that you can plant seeds, you cannot make decisions for the kids; hopefully, you have planted
274 some seeds of inspiration for them and knowledge that they can take those things and apply them
275 everywhere in life. My situation is unique because I am not necessarily on the academic side, but we have
276 social skill and physical skills and so those are things they are going to have to use their whole life just
277 like those other skills. You hope that what you taught them had an impact on them, that it will stick with
278 them and that you can have those relationships were the kids are going to say, hey, I remember that, I
279 remember this. It is kind of cool to see older kids come back and they say, hey, ya'll still do
280 that...yeah...that was my favorite game. And then sometimes you are like, that was your favorite game,
281 but a lot of things you don't think about because everyone is different. I think what I would want to

282 remember is, hopefully, I made a positive impact on these kids and that whatever they learned from us
283 would stick with them and transfer into adult life.

284 I: The second set of questions are as a coach. What sport do you coach?

285 H: I coach high school basketball.

286 I: Girls or boys?

287 H: Girls

288 I: How long have you been a coach?

289 H: I have been a coach for seventeen years.

290 I: All at the high school level?

291 H: No...I have been at the high school level, then I coached multiple sports, and coached at the middle
292 school for a year...maybe it was two years...so I did girls softball, boys' and girls' soccer at the middle
293 school, and then I did football at the high school, but the last nine or ten years I have been strictly
294 basketball at the high school level.

295 I: Boys and girls?

296 H: I have done girls for nine years and boys I did for eight years.

297 I: How old were you when you got into high school coaching?

298 H: twenty-tree

299 I: Did you play sports in college?

300 H: I did not.

301 I: Where did you develop your love of high school athletics?

302 H: Um...I think just playing in high school and then just being exposed to sports in general as a kid. You
303 kind of grow up and it becomes a love for you, a love of the game, you constantly want to play it and then
304 the competitiveness. Some kids have that and some kids don't, for some kids, everything is a
305 competition...who finished dinner first, who got to finish homework first...everything is a competition so
306 I think that is how I was. That competition is must in your blood and then when you feel like, alright,
307 what are you going to do as a career. If you want to coach, you have to teach, and so you fall in love with

308 the teaching part of it and so that pays the bills. But the coaching gives you an outlet but then you know it
309 is a totally different relationship and the season is longer and a lot more intense in certain things...so it is
310 a whole other impact on those kids. I think that competitiveness but how you can see kids develop in a
311 whole other way. For me...teaching elementary school during the day and then high school after...so I go
312 from five-year olds to eighteen-year olds. That is tough but it is an outlet for me...any of the frustration or
313 the patience...you kind of have a put on a different hat and when you get to high school you definitely
314 have more freedom, you can treat them differently because they are a lot older and then as a coach, they
315 trust you and would run through the wall for you. You have a whole totally different relationship; you are
316 going to be way more impactful on their lives because they are at a different stage in their lives. I love
317 being there for that.

318 I: As you transition from five-year olds to eighteen-year olds, what is the emotional transition you go
319 through?

320 H: I think that...sometimes if you have a rough day or kids pushed your buttons or dealt with a parent
321 issue, anything from the job, and you go to the high school, sometimes it is a relief because you can let
322 your guard down a little bit more, you don't have to be on your toes at practice. You can create an
323 environment; your athletes are going to create an environment. Sometimes they are more of a fresh air
324 when you get to see them and see how their day was, it is a good transition like that...obviously it is
325 intense if you are there for a game and you want to win, but you get to see a glimpse of what your
326 younger kids are going to be ten years from now. It is kind of cool.

327 I: What do you enjoy most about coaching?

328 H: I would say the relationships that you get to build with these kids and the trust that you see them put in
329 you and that you put in them. It is almost like we said with our students, she teaches in the classroom so
330 those kids become her own because she is with them all year long, so I get that classroom teacher feel
331 with my team. You have twelve, fifteen, eighteen kids and you spend a lot of time with them, as much as
332 your own kids during the season, to they become kind of like your own adopted kids per say.

333 I: Do you feel there are politics in high school athletics and coaching?

334 H: Absolutely...there is politics in every job that it definitely happens...I think the more I have done this
335 the more political it gets. I think people put so much time, money, and effort into wanting their kids to be
336 so successful in athletics and there is only so much you can do as a parent, so when you realize, hey,
337 maybe my kid is not as good as I thought they are, or think they are, this is not a good fit for them and
338 people are going to get frustrated and they have got to blame somebody. The coach gets the blame. So,
339 politics definitely play a part...I have coached at different schools, I left one school just because it was
340 better for my family, and then I left another school because it was better for my family, but it was not by
341 choice...it was my choice to leave to avoid political situations and it was not worth the time or effort to be
342 involved in. You don't want to be in a situation where you have to watch every step you take like you are
343 walking on broken glass and somebody is just looking for something you did wrong, you got to remove
344 yourself from that situation...you are not going to make everybody happy, you can't because somebody is
345 always going to have their kid as the superstar. When you get good parents that understand it, that is a
346 blessing, but they are not always there all the time, so you got to remember it is for the kids. A lot of time
347 parents are more the problem than the kids, the kids get it, they understand and are more realistic. They
348 want to be part of something and sometimes the parents want their kid to be a superstar, what can you do
349 for my kid now, not what have you done...so, that changes...

350 I: With politics in high school that runs the gamut from smaller to larger details, how do you handle those
351 situations? What are the emotions involved?

352 H: I think you have to understand that politics is not going away, it is going to be there, it is like that in
353 the business world or whatever career you are going to choose. Certain people are going to get jobs
354 because they earned it and certain leadership roles because they earned it, and certain people are going to
355 get jobs because of who they knew. We all get that chance, someone takes a chance...it is always good to
356 know somebody...you hear people say it is not all about what you know, but about who you know
357 sometimes. That can be a positive thing sometimes, but then who you know and who you are connected
358 to can be a bad thing and come back on you. So, I think that if you get too tied up to that the outside
359 things off the court or off the field, you got to have thick skin and let it go. During a game, during the off-

360 season too, you got to just say...you are going to hear a lot of noise, people are not going to be
361 happy...but you can't get emotionally tied to that...you are there for the kids, you are there to build that
362 relationship with them and make an impact on them and hope the sport will make them a better person.
363 Maybe they will play for college...that would be great, but sometimes the ball will stop...it will
364 stop...what are they going to be...after coaching girls, you want them to be productive citizens, a good
365 mom, a good wife, and those are way more important than if we win a game or they get a scholarship...so
366 you got to make sure you stay and keep your focus on the kids because at the end of the day that is who
367 you are there for.

368 I: Has coaching influenced your teaching?

369 H: Oh yeah, sure, it definitely has...I think that, for me, I think that for some coaches it would because
370 they have certain issues in the coaching world and it might dictate where they go as far as teaching, you
371 know you got to move from one high school to the next and your teaching might change due to the
372 coaching job. High school coaches will move from one high school to the next to take the next step up,
373 you know, I was an assistant here, and now I can be the head coach there. It influences your teaching
374 because you might change schools or subject areas to get a different coaching job so it changes how you
375 teach. For me, I teach at an elementary school and have coached at three schools, but in the same county
376 and I have never left that elementary school so... that has been fortunate for me. All the administrators
377 have been fine with me coaching and not...there is downfalls to that in the sense that I don't get to see my
378 players throughout the day if they need something so I kind of have a little bit of a disconnect there but...I
379 don't have to...if I change coaching jobs, I am not in an awkward situation where I have to leave this
380 school. I have just been able to stay so that has been a plus. I know you guys have been on the flip side of
381 that and that is a whole other level of stress or decisions you got to make and how it is going to affect
382 everything and how you are going to be looked, who is in charge, who is not in charge, who is in these
383 certain roles so that is...like we said, coaching is part of who I am, but the teaching has to come first so
384 being at the elementary school helps me keep that separation so...you know...Lewiston is number one

385 and coaching is number two, but not being at the same school helps me a little bit better to not get so tied
386 up with that, but it effects that for sure.

387 I: Do you consider yourself a teacher to coach or a coach to teach? Which role is more dominant?

388 H: My wife would probably say coach to teach...because I think that the coaching affects our family way
389 more than my teaching job does. It is more stressful and more intense, it takes away more of my time and
390 so from that aspect and my family, I don't know...if you asked my kids what I don't know what they
391 would say...it would be interesting to see what their dad does, what they would say. What does your Dad
392 do, would they say teaching at Lewiston or coaches basketball...I don't know...that would be a good
393 experiment, maybe I will have to ask them...

394 A: I would say coach to because at the elementary school they view him more of a coach than a teacher...

395 H: I think that...I don't know if we have talked about moving up to the high school, I think elementary
396 school you are definitely more involved with the kids as far as teaching them. You have got to be more
397 hands on, if you are not prepared for every five seconds, they are going to eat you alive. In a high school
398 setting, you could kind of lay off, you got to get them started, you have to guide them, but elementary
399 school, they are not as independent so if you don't have something planned for every second of the class
400 they are going to eat you up. I think that...I have talked about moving up to the high school, but she has
401 said, I don't think you would like it because you like teaching and being involved and needed like that,
402 the constant...I feel like I would be bored...if that is the right word...I have done elementary so long and
403 I wasn't, and if you are needed because you have got to be right on top of them...then I went to the high
404 school, during the day, I would probably be bored and drive myself crazy because I am so engrained to be
405 on the go like that...I feel like that is...I still want to be a good teacher, I don't feel like I just want to be a
406 good coach and like stand around...elementary school has helped me not lose that teaching aspect and it
407 is part of who I am. I think that...and I guess it is almost like two families...since I am not just in one
408 school the whole time, it is almost like I have a Lewiston family that see me as that...some people know I
409 coach but some families probably don't...then you have the community in the high school family because
410 you are more in the spot light, more in the newspaper, more in the news, people know that, so it is more

411 of a spotlight figure...it is almost like I have two separate families outside my own family, but coaching
412 definitely rules the conversations...rules the roost I guess so to say. It is definitely and it creates
413 animosity. You know...it can drive the...we don't argue about my teaching job, we argue about coaching
414 and how much time it takes. I am sure you have been there.

415 I: Probably very similar conversations. Does a win or loss affect your demeanor in the classroom?

416 H: I think so, actually I think it affects me at home way more than in the classroom. I think sometimes
417 my classroom helps me forget about it just because we talked about, in some of the teaching questions,
418 the little kids...I would be sitting here worrying about losing that game last night or I could have done
419 this, should have done this, why did this happen, or we should have gotten that call, or whatever, and I am
420 still consumed by it, I came home consumed by it, and get up the next day still consumed by it, and then
421 the five year old comes up and says, hey, I lost my tooth or hey, I got new shoes, that means like, alright
422 that is really not that important, these kids...they change your attitude...so I think it affects me until I see
423 the kids and then it kind of changes.

424 I: As a classroom teacher, Anna, would you agree with that?

425 A: I think that probably the younger kids do distract him, but I do think when...especially a loss, not so
426 much of a win...more of a loss...he is going to chew on it for a while at home and at work. He is going to
427 bounce it off of his colleagues so I think...it is still going to be tucked away, it may distract him for a
428 moment, but he gets kind of...it is going to affect his mood and that is just his personality too, he worries
429 and just replays it, I could have done this, I should have done this, that is just his personality. I think it
430 does help, he does get distracted, but it probably still effects his mood emotionally at work.

431 I: What emotions do you experience when you transition from teaching to coaching?

432 H: I think that emotions depend on the day...as teachers, no day is the same even though you are doing
433 the same thing, you are still teaching every day and teaching the same subject per say, or you have got the
434 same kids, I think every day is different so depending on what was going on in the classroom that day or
435 what we are doing. Then, is it a game day, is it the day before a game, is it practice, is it the day after a
436 game...those things...when you are preparing for a game, so the day before you are definitely a lot more

437 uptight, you are more intense, we have got so much to get done, we got a little bit of time where...it is not
438 a game day, not the day before, you are not as worried about it...you feel a little bit more relaxed...

439 A: I think we had talked about our first day of school, our son is going to be a teacher too and he was
440 saying how nervous he would be his first day before teaching...he is getting ready to student teach...and
441 he said, I don't get nervous the first day of school any more...I do...he said I don't, but before my first
442 game...

443 H: Every game...

444 A: ...he still feels sick, but my first day of school I don't...but I feel like that every year for teaching, but
445 he doesn't...he feels like that before every game...

446 H: I am sure Gibbs gets butterflies in the stomach...doing it long enough, but still get nervous...

447 A: It is insane what the coach to teacher questions...I think that he has got his years of experience and he
448 still plans and does things and changes things up, but for the most part he has done it for so long it is like
449 natural, it just flows, but when the coaching part...he definitely puts a lot more planning time into
450 changing things and each year and every season is going to be a little different. Of course, he still runs the
451 same types of plays...but he definitely tends to...he is already looking at stuff and it is summer...what
452 can I do, I am getting these new players in, so I don't spend that type of time on lesson planning as I do
453 for the coaching part...

454 I: Do you ever feel a conflict between teaching and coaching?

455 H: I don't think so...I think you kind of know you can't coach without the teaching part, they are kind of
456 one and the same...you still have your job to do...I think I kind of separate that...does it influence you
457 does it affect you, sure it does...but you got to understand, alright, this first period class, you got to job to
458 do and you are impacting those kids even if it is not as much as the kids you coach. That is where me
459 being in a totally different school building, helps me separate it because I am not seeing those kids during
460 the day so I am not teaching a class and they are not coming in saying, hey Coach, I need this, can you
461 help me with this or this, so they are not...there are positives, but they are not a distraction because I
462 don't see them. I don't feel there is a conflict for me so much. Now do I get caught up with answering

463 emails or having to take a phone call or deal with a parent that is upset or answer a recruiting question or
464 that...so yeah, there are times where that can be a conflict but knowing that the person I am co-teaching
465 with is a coach, he gets it, so when it is in-season, he pulls more weight and when it is out of season, I
466 pull more weight, it is a give and take, so that helps, but there can be conflict sometimes because I have
467 had situations where it was positive all the way around, and that is good, but then there are times there is a
468 parent that is upset and they are going to get you at all cost. They are going to attack, I have had parents
469 email complain to the principal to the school you are coaching at, but I have had it to the extent that
470 parents have emailed the principal I am teaching at...what kind of person slanders you and gets after you,
471 so that becomes a conflict. I would never want the coaching thing to affect my job at the elementary
472 school. Fortunately, I have good administrators that can handle both those situations, so that helps.

473 I: In what role, a coach or teacher, do you feel a stronger emotional response?

474 H: I would definitely say coach just because they are older, the kids are older, and what you do and what
475 they do there effects them more...are they going to go to college to play ball, are they going to get this
476 scholarship, are they going to...I just think that you are with them so much, going through so many ups
477 and downs, rollercoasters, a coach just has that impact on them. A teacher definitely does, but a coach is
478 more intimate...you have got to have...everybody is coming from all different things, but when you meet
479 in the locker room or dugout, you have all kind of kids trying to come together to achieve the same goal.
480 It is pretty cool. So, you have that influence on them more than you realize. They, at that level, they are
481 going to impact you way more than a little kid is, the little kids still will affect you, but the older kids are
482 at a different level and intensity.

483 I: In what role are you most comfortable, teaching or coaching?

484 H: I think I am more comfortable in my teaching role just because there is less pressure. Confidence
485 comes with experience and you do something for so long and you get more comfortable, you feel more
486 confident in the situation. I think if I changed schools maybe or I had to work for a different
487 administrator, there are so many things that could change, that would affect the comfort level of the
488 teaching. But I have been at Lewiston for so long and have those relationships and I have worked for just

489 two administrators and been in the building with a lot of colleagues for fifteen, seventeen plus years so
490 that is way more comfortable than high school coaching. New kids move in, you play different teams, you
491 have to compete against different competition, so the pressure is way more there and the comfort
492 level...comfortable and confident that you know what you are doing, but the pressure is the most,
493 winning, and making sure you are prepared is huge.

494 I: Can you describe the most difficult aspect of coaching?

495 H: I think it is the parents, if I look back at the issues I have had with coaching, there are always...there is
496 doing to be sometimes...every player is not going to like you and you can't please everybody, you are
497 going to be a favorite of somebody, and they are going to fall in love with what you do for them and they
498 would run through a wall for you. Then there are going to be some kids that don't fit your style, they
499 don't fit your mold, and a high school can't recruit so you have to do the best with what you have.
500 Hopefully, you can reach all those kids and make an impact, but there is way more...it is like that too
501 with every teacher...in the teaching profession, we hear from people when there is a complaint, very
502 rarely do we hear a compliment...

503 A: Parents tend to change so quickly, if your kid is playing, they love you and if you are winning, they
504 love you. Then also the dynamics of your team change as seniors move out and players move in, it is all
505 about...coaches' job is to have the best people playing to win so if that means your child has to step back
506 and somebody else steps into that place or somebody is working a little harder, then they are not your fan
507 anymore so they can change so quickly. I would say that I agree with that, that is probably one of the
508 hardest things because they change so fast from I like you, love you, you are great, to I hate you, I don't
509 like what you are doing...

510 H: ...Even our own kids, we want them to play, it is hard to sit and watch your own kid sit and be a sub or
511 get cut, that is tough. So, I get that part of it, but to have a parent cheer on other kids if their kid is sitting
512 and just as excited for the team, because it is a team sport and not really so focused...of course they want
513 their kids to play, but maybe they are realistic, if you find parents like that, that is a diamond.

514 A: You often see the kids can cheer each other on even when they have sat more so than adults and their
515 parents. The kids tend to handle it better than parents do sometimes. I have seen that...

516 H: ...Or hey we won these many games this year, and the kids coming up are just as good...so if they if
517 they don't win as many, parents say it is always the coaching, it has nothing to do with talent...

518 I: You mentioned your identity earlier, so I wanted to touch on that. Is your identity wrapped up more in
519 the coaching or the teaching?

520 H: I think...I would hope that it is equal...I would strive for it to be equal...I think that people who are
521 my family would probably say it is more wrapped up in the coaching part because they see how much that
522 affects me outside of the classroom or away from the gym. I think it would just depend on...so for me I
523 would say my identity is wrapped up more in the coaching but I think it depends on who you were talking
524 to it would be different because I am in a different building and location and different community of
525 people, I think if you asked the third grade mom that picks up in the car line every day, she would say
526 teacher because she might not know I coach, but if you asked some of my friends or other colleagues, or
527 family members, they would say you are a coach first. It would just depend on who you talked to. I
528 think...

529 A: By nature, the coaching is more in the spotlight as well. We don't tend to highlight teachers or a lot of
530 their successes or the things that they do, but coaches...just by nature...a winning coach or have a lot of
531 wins, or have a great season, or brought a team from here to there, it is just something more in the
532 tolerated...

533 H: ...You are going to be more spotlighted for coaching way more than what you do in the classroom. I
534 think that is society in general, you are going to be in the paper or news if you sign an athletic
535 scholarship, nobody is putting in the paper if you got an academic scholarship...news shows sports, it
536 does not say...

537 A: ...this is what the school is doing, or this is what the teacher is doing...

538 I: High school athletics has risen to such prominence...it is difficult to walk around town without
539 someone saying, hey coach...and forty-five minutes later, or walking out to the backyard and watching
540 Chloe practice her dribbling. It is a significant part of your identity...

541 A: As a coach, you still teach...he still teaches those girls certain life lessons and he also...he is going to
542 stay on them about their grades and check with them about a test they had, I witnessed him do that, I think
543 he also becomes a teacher to the girls on the team as well.

544 I: Do you feel you are addicted to coaching, to the adrenaline, the feelings of winning, of helping people?

545 H: I think...I think people see addicting as a bad word...

546 I: I don't mean it to be a negative word...

547 H: I definitely think so, I think if you put it with anything else...it would be the same of...so I say yes, if I
548 had to answer yes or no, I think there is a lot of gray area there. I think people can be addicted to...I
549 would be addicted to coaching like someone would be addicted to cooking, to a sense of hey, I want to
550 make this perfect meal, I might not even eat it, but I want to make it...you get addicted to whatever your
551 hobby might be...so yes, you work so hard and put so much into it, so when you reap the benefits from it,
552 gosh, it feels good, it just does. When the kids execute a certain play to perfection, it might just be layup,
553 two points to someone in the stands, but when you see how much you worked or see a kid succeed that
554 has maybe come a long way, that is a good feeling. I guess it would be the same thing a teacher that sees
555 that kids that struggles get it, the light bulb clicks, man that is a good feeling. You feel like, hey, you had
556 a big part in that, and when the kids can execute a certain play and you win...it does feel good...so I
557 would say that feeling of success is huge. We all want to be patted on the back, we all want to be told we
558 did a good job in the sports world...like you said, it is such a high standard in society and in the spotlight
559 all the time, athletics in everywhere all the time. People send a lot of money for their kids to be the next
560 superstar or be involved or find a place. I think that you feel good when you get rewarded with a win or
561 you see the kid succeed or you get an accolade, your team does this, your team does that, and you see
562 those things so, but on the other side of it, when you put in the same amount of work and you don't
563 succeed, man, it can be depressing. I feel like you get this emotional rollercoaster and it can be season to

564 season or night to night. When you lose a game, you are not supposed to lose, it is like I tell my wife all
565 the time too, if we win the kids get the credit, if we lose I will take the blame and that is just part of it.
566 That is how it should be, but yeah, there is definitely an emotional high and there is definitely an
567 addiction to the competition part of things. If you don't have that competitiveness, it would be tough to be
568 a successful coach, if you are just like whatever, I am good, if we lose good, if we win great, and you
569 don't have that heart and desire to really get after it, then you are just going to be average just like any
570 other job. If teachers in the classroom are just like do whatever, do whatever...you have got to be an
571 example for the kids, they are going to feed off that.

572 I: After a big win or loss, do you feel that you experience a form of PTSD (post-traumatic stress disorder)
573 as you process those emotions and internalize the feelings?

574 H: Yes, I think there is definitely an emotional tie to it. I think PTSD is more of a bigger, as much as it is
575 big in society and focused on, it is just a game and not the end of the world. It is not that important.
576 People who struggle with PTSD probably have way more intense situations they have gone through and
577 are way more intense than losing a game. I don't want to say losing a game is equal to some soldier going
578 through a serious issue that changes their life. The thing with coaching is yes, there is an emotional
579 downward thing from it, but it only lasts to the next game. I think a win can cure a loss, a win can cure
580 this just like she was saying earlier, if you are winning, winning cures everything and everyone is happy.
581 If winning can cure a lot of things on that side of things, I think that yes, there are some downfalls to that,
582 yes, there is going to be emotionally wrecked, you can't sleep at night, you can't eat, you maybe are not
583 the best husband or dad because you are letting it effect you and creep onto your home life so that is a
584 little bit the same tendencies, but then it ends when the next game comes and a win can easily fix it.
585 Whereas other things that people do, it might not be as quick fix. Fortunately, we get a quick fix.

586 I: After a big win or loss, how do you process those emotions, what coping skills to you utilize?

587 H: I think it is like any other job with experiences, I think the more you do it...we talked about this the
588 other day...you worry about certain things, but when you do it for so long and you have had success, but
589 you also have to deal with seasons that were not as great, but once you have done it long enough, you

590 have kind of already proved myself. I don't feel like I have to prove my worth anymore, I am not that first
591 year coming in trying to prove or make a name for myself, just like if you were a first-year teacher trying
592 to make a name, I think that I have made a name for myself and there are enough people that know that
593 and confident enough that I am doing a good job. I don't feel like the pressure to...win...but I think I
594 have proven myself at this point in my career and have enough success and have make impacts on kids,
595 and gone through ups and downs, that those experiences kind of have make me who I am and shaped who
596 I am, so I feel like...I don't...it is easier to say, hey, it is just a game, it is easier to get over. It is not that
597 you don't care, but it is easier to get over because you have proven yourself, you want to win those
598 games, but in the big scheme of things, you get to that point where when I am not coaching, am I going to
599 miss it, I am sure I will, but it would be easier to walk away now because I feel like I have accomplished
600 enough to prove I have done a pretty good job in my career.

601 I: What do you hope your players remember about you and your coaching style?

602 H: I kind of tell them this, if all they are remembered for is playing basketball, then they did not do a good
603 job, so if all I am remembered for is winning games with them and being their basketball coach, I failed.
604 If they can remember the experiences, the life lessons, the things we did to make them a better person,
605 and we are more than that, a friend once they get older because the gap closes once they become adults,
606 so somebody that they can count on. I think that is important, if it is just basketball, I don't feel like that is
607 good enough, not even close to be being good enough...you are just a coach and you really did not have a
608 relationship with them. That is my goal, to have relationship with them and make them better people.
609 Basketball is just the tool that helps them get those goals, coaches are just the tool I can use to build a
610 relationship with kids and impact them and they are going to impact me. You don't want to be known for
611 one thing, basketball is just a tool, it is not life, it is just part of it. The longer you do this, it kind of makes
612 it a little bit more realistic because former players are going to come back or stay in contact and reach out
613 to you, can you give me a reference, or come back and visit you and you see them do good things. I have
614 a former kid that played for me that is my assistant coach now. Those are the things you realize that is
615 what you coach for, not winning and losing, when you hear them talk, they are going to talk about a road

616 trip or this season, they are not going to talk about a lost game, they might talk about certain wins and
617 losses, but this year I had an outside come in and speak to the team before the state play-offs, and he
618 asked the kids what was the biggest thing that stands out, and you are thinking about a couple last second
619 wins, but they say games where they came from behind, worked together, had each other's back that had
620 an impact on their whole season. Over half of them said, a game we lost, when we were down
621 significantly and came back to close to winning, that game was more important to them than some of the
622 games we won.

623 I: The last set of questions will be focused on your marriage and your family. How long have you been
624 married?

625 A: Twenty years.

626 I: Anna, do you work outside the home?

627 A: Yes, I am an elementary school teacher.

628 I: How long have you been an elementary school teacher?

629 A: Fourteen years.

630 I: At the same school?

631 A: No, I have worked at three different schools.

632 I: Do you currently work at the same school?

633 A: Yes.

634 I: Do you have kids?

635 A: Yes, three kids.

636 I: What ages?

637 A: David is twenty-two, Bailey is seventeen, and Chloe is eleven.

638 I: Are they athletic?

639 A: Yes.

640 I: How has the role of a coach affected your marriage?

641 A: It definitely affects our marriage in the amount of time that he has to commit to it...and even when he
642 is home, sometimes he is not always present because he is preoccupied or he is planning, so, I think it
643 definitely impacts our relationship in the home and our marriage.

644 H: Yeah, it affects it huge. It is a huge part of it and I think there is...in season effect and the out of
645 season effect because there is...you are never truly not coaching or out of season vs in...now a days it is a
646 yearlong commitment...thirty years ago it wasn't your sports season you weren't called to do something
647 if it was not your season, but not it is a yearlong thing...it definitely affects our marriage. The longer I
648 have done this you find ways to say, alright, I'm trying to be a better listener, I am not always the best
649 listener, but I hear her more in the sense of hey, you need to leave the phone, it needs to be off, it needs to
650 be off when you come to the door. You don't need any kind of phone call, text message, or email issue
651 from the coaching aspect can wait until the next day. When you are a younger coach you are like, no, I
652 have to handle this now, it can't wait until tomorrow, I have to watch film, I have to break this down, I
653 got to do this, I won't have time and it is bother me. You are trying to prove yourself, make a name for
654 yourself, get that head coaching job, or whatever the case may be, but like I said earlier, I feel like I have
655 passed that hurdle of proving myself and...it if comes a day I want to coach but it is not the opportunity I
656 want, it would be tough but I would be OK with that because I have done it long enough that I have
657 proved myself to that aspect...but I am trying to be...yeah hopefully I can get there but I am trying to be a
658 better listener and be like, hey, coaching can't come into this house. It just can't. There is going to be
659 times when it does on the good side of things, but the time commitment, there has got to be a time when
660 you turn it off and when you turn it on. We are all guilty as coaches of letting it creep in our family time,
661 but the more you do this you realize that your kids love is through time with them and if they are here but
662 you are doing coaching, you are not giving your time to that and same thing with your wife. It is going to
663 be huge factor. If you are a coach's wife, you got to be on board or you are going to...you are not going
664 to make it...if you are not going to support it being at the games and have their back in situations, then
665 you might as well not be married. You are going to have those times when you get mad and angry, but
666 you are on board so...when it affects you, it affects them...when you are going through a situation that is

667 an issue as far as coaching and you are having to deal with some turmoil, I think as a coach, I look at it as
668 I am having to do this, but she is too. We are a team even though she is not on the so called coaching staff
669 or she might not be listed as an assistant coach, she definitely is an assistant coach, not a paid assistant
670 coach, but...she is not making the game time decisions, but she has a huge part of who I am and so, when
671 we let it affect our home, it affects the team, it is going to, there is no...I can't coach without her support,
672 there is no way it would work. Have I made decisions without her, yeah, has it caused animosity, it sure
673 has and then bad things happen that makes her put a wall up because it affects her kids. All those things,
674 your own kids and your own wife and your time at home is definitely a...you got to find time to make it
675 both work. It can work but it is difficult...I think that the demands of what high school coaches are
676 expected to do people will be blown away with what it takes. People don't understand...I don't know if I
677 could be a...if she was the coach and I was the coaching husband...I don't know if I could...man...I
678 don't know...it would be tough...I know what I do and how much she has to do on her own as a single
679 mom at certain times and deal with certain things when I am not here on a Tuesday night until midnight
680 and everything is on her plate. Then you are still caught up in the emotional roller coaster of the team.
681 You want to know if we won or lost and how the team did and how the girls did, how did this girl do
682 because you feel like they are yours, but then you are still doing your...you work, but then you work your
683 job at home being a mom and when it is in season you are doing it by yourself. That is tough.

684 I: Have you always wanted to be a high school coach?

685 H: I think so. I think that competitive nature and the love of sports. That has definitely been a goal of
686 mine. I did not expect to get it so quick. I felt like it goes back to...sometimes life is about who you
687 know...somebody takes a chance on everybody, everybody has got to get experience from
688 somewhere...either I have to get experience or I can't get the job...well, somebody has to give you a
689 chance and I had a coach that gave me a chance to help out at a junior varsity level and then I was
690 fortunate to have a head coach that was above me that did a really good job of teaching me how to do
691 things. There are still things that I say and do the same things that he did. I coached with him for three
692 years, but I am into thirteen years as head coach and I still use the things that he did now to help me be a

693 better person. I think that you try to...there are times I will call him or reach out to him for advice and he
694 is like, I am in administration, I have not been coaching for fifteen years, you have coached way longer
695 than I ever coached, why are you calling me. But in my eyes, he was my mentor so that is how I use that,
696 but it is kind of different.

697 I: Anna, were you aware he wanted to coach when you got married?

698 A: Yes...I knew that he wanted to coach, I didn't...like he said, I did not know it move so quickly as it
699 did and we kind of started a family early so I think that we didn't really have the time of...just us before
700 his career took off so sometimes that, I think it is another thing that poses a problem with the coaching.
701 The amount of time that is dedicated to it. Sometimes, that is...that makes it difficult as well so it did all
702 come all pretty quickly and he moved up so quickly...it was immense to us...me trying to finish a
703 master's degree and teach and get along so I think that has definitely made an impact on that as well.

704 I: How do you think the coaching role has affected your children?

705 H: Big time.

706 A: I think it impacts them with the time and, like we said, it places pressure on them to feel the need to
707 perform at a certain level or if they don't...even if they do earn something on their own, sometimes I
708 think...comments or statements or is made it get into their head and, did I earn this on my own or did I
709 just get this because my Dad is the coach, especially if it has been where he has been at the same school,
710 coaching at the same school that they go to.

711 H: When I got the job at Greenway, David was there and I had coached football in the past, but I am
712 definitely a basketball coach, but I had to coach football, and the first thing he said when he realized I was
713 coaching girls basketball at the high school that I am at which will be kind of cool because I will be at his
714 games anyways and I get to watch him, but I did not have to coach him...coaching your own kid can be
715 tough...that is a whole other topic for another day...so I was there and had the opportunity to maybe help
716 with football and immediately he said, before it became an option, I don't want you to coach football until
717 I am done because I don't know if people would think I am only playing or got this position because you
718 are a coach. It is already beginning to be that because you are a coach in the same athletic realm but I

719 don't want that and so that is pressure from that. As much as he maybe probably wanted me to be a coach,
720 he did not want him to get pinned as, you only got this because your Dad coaches here. It is going to
721 happen anyways but...I think it affects him because they grew up on the field or in the gym. My kids
722 have had in the bleachers, sat on the bench, slept on the bench during the game, and I am like, you are
723 asleep on the bench during this game. They grew up in the gym or on the field, or where ever the sport
724 may be, they are affixed to it, other kids might go home and they had to go to practice with you
725 sometimes based on the situation you got going on in your family. They are tagging along to practice to
726 the gym or the batting cage or the football field...that is their backyard. That affects who they are...and
727 there is positive to that because they grow up on the gym and around coaches so athletics becomes their
728 thing and they...their nod to the game is huge and it is positive, but then that gives them that time, but
729 then in the same sense, they sacrifice as much as Mom and Dad do because it affects when you eat, what
730 you eat, and basketball is one of those situations where it goes through the winter, so it goes through
731 Thanksgiving and Christmas and New Year's, and so some kids are like, we are going here for Christmas,
732 we are visiting family for Thanksgiving, what are ya'll doing for the holidays, and the kids are like, we
733 are going to the gym because it is basketball season. Even when we are not in school, when they were
734 younger, if they wanted to be with me or spend time with me or if I wanted them to part of our group, hey
735 it is seven thirty on Tuesday morning on Christmas break, we are going to practice, we are going to the
736 gym and they are going with me. That is all they know, then they get emotionally tied especially at the
737 younger elementary school age as kids they look up to those high school kids and their role models and if
738 they had a poster for a high school kid, it would be on the wall in their room like we had professional
739 athletes on our wall. They have that post so they...I think...Chloe's just finished elementary school so we
740 get to see that with her and I coach girls, when my girls could go with me...that was kind of cool and a
741 blessing for me as hey, they are girls, and I am coaching girls, and when they are at the age they can
742 actually be around it, they could go to the gym, games, they could go in the locker room and ride the bus,
743 and they had twelve older sisters and girls are different, they are going to take in little kids and are way
744 more motherly than boys do, so that has been huge. But then I was doing boys when David was growing

745 up so he had that same...I can ride the bus at six years old or they think I am part of the team, and I have
 746 twelve to fifteen older brothers...so...when he as coming through, that age, he got to ride with me and got
 747 impacted by those high school kids and the girls did the same thing which is kind of cool, but then it is
 748 not always...it is not always a fairy tale and everything is great so they ride that train with the
 749 rollercoaster and get attached and get their feelings...or they hear things they should not have to hear...

750 A: I think they also have to be tough in that they have to understand that sometimes Dad misses out on
 751 important events. I mean...we have had just this year Bailey had her state competition for cheer and it
 752 was a basketball game and Chloe was inducted into Beta club and he couldn't be there. I mean...he tries
 753 his best to work around it, but sometimes it's just...it can be...he can't be there....

754 H: You are missing your own kid's stuff for somebody else's...

755 A: Yeah...

756 H: ...and those parents don't realize that.

757 A: Parents don't realize what he sacrifices for their children and their Dad didn't get to come and see an
 758 important event to them...and I mean they are getting better about it...you know...I am sure they are
 759 sometimes hurt or upset, but for the most part they are pretty understanding...we make up for it in other
 760 ways or he will try his best to be at as much as he can...if he can work it out, he will come...he has
 761 shown up to things right from the game or something like that...

762 H: ...Yeah, I think I have done a better job of...being a younger coach...it is addicting, you feel like you
 763 can't waste any second of it and it seeps into your family and you miss...somethings are uncontrollable,
 764 you have to miss this kid's event because you have a game and you can't miss that, but I feel like I have
 765 done a better job of understanding, hey look, your kids come first, so I have been able to let go a little bit
 766 of like, hey, my kid has got a school play tonight so I am going to be OK with my assistant coach running
 767 practice, I am going to go to my kid's school play and it is going to be alright. The players get it, they are
 768 going to understand, and I have to trust those assistant coaches, and sometimes that is hard. Sometimes it
 769 is hard to not be there, but I have done a better job of trusting them. On the flip side of that, because I
 770 understand that now as an older coach, if my assistant coaches have something that is important to them, I

771 will tell them, go, and they are like, no, and I will tell them, go, you need to be there with your family,
772 you need to be there for your kids. I have my assistant J.V. coach...hey, I know it is not a J.V. game, it is
773 the holidays and we are supposed to go out of town, I am like, go out of town, that is more important. I
774 have done this long enough...do I need you, yes, but we will make it work without you, it is not the end
775 of the world, you need to go do that so I feel like I have tried to instill in my assistant coaches, like, if you
776 ever become a head coach or you coach another sport or whatever, I want them to see like, give those
777 people time with their kids because they will not get those back.

778 I: Is there a child that you feel has a stronger emotional reaction to you being a coach?

779 A: They are all pretty intense. I think Bailey probably...I see her...it may be a toss-up between Bailey
780 and David because their emotions run high when something happens and somebody says something about
781 him or...they feel...probably Bailey the most though about if he spends time fairly or he...she is very
782 emotional and shows her emotions...but she is like that for a lot of things...she is just like that...

783 H: She is not as laid back for so takes everything to heart...

784 A: David is too, to a certain extent...now that he is assisting him, he gets fired up and he is a young coach
785 too...

786 H: ...trying to pull the reigns in...

787 A: ...so he is kind of trying to instill in him, look, you got to, they are both pretty emotional, but I would
788 say probably Bailey gets the most because she seems the most upset with things happen...

789 H: ...I think...I think...all coach's kids are going to have that competitive spirit in them, like we talked
790 about...who is the first to do this...everything is a competition...but a coach's kid because it is instilled in
791 them...this is part of it so every coach's kid, I think, is going to have that competitiveness...Chloe is
792 definitely way more laid back and not as emotionally like, she is not like the other kids...if we are at a
793 game, they are going to be like, how did you all do, I probably had to tell Chloe, hey, we won tonight.
794 She was like, whatever. She is way more laid back...maybe that is because she is so much younger than
795 the other ones...she doesn't have to...she is not that age yet to be so emotionally tied...I think the older
796 they get the more emotionally tied they get...the situation where I was at one school with, where my kids

797 are, and then Bailey gets to come over and I am there and she is part of the program and team and then
 798 she gets, I love the school, I am there, I am part of it, I cheer...whatever, my Dad coaches here...and then
 799 difficult things become involved and things happened and how I am somewhere else and I know she is
 800 emotionally tied to it because we had to coach against the former school three different times and she is a
 801 student there who is a cheer leader and she is going to sit behind her Dad's bench wearing the school I am
 802 coaching at now colors in her school's gym cheering against her friends. So, there is an emotional tie, you
 803 want your Dad to win...that is emotional sometimes for me too...

804 A: ...it is already hard enough being a teenager and then to face those kind of things, like I said, social
 805 media plays into it...she has all that and videos and seeing something about her Dad, saying things about
 806 her Dad...that is just...I think David...he gets fired up and all, but he was already out of school so I don't
 807 think it affected him quite like it did her because she is still at the school...

808 I: When you are transitioning to home what emotions do you feel?

809 H: The last couple years I have to do a better job of thinking of home on my way home, trying to think
 810 about I need this...this is going to be over when I get to the door...as much as I want to dwell on it, they
 811 need me...I got to stop, maybe younger I did not have those thoughts, but I am having those thoughts and
 812 there are days when I get to the door, I may be able to say, I am not going to worry about it, and it is over
 813 with and done, and now I am Dad. I am not Coach anymore and I am going to catch up with them and
 814 talk to them about their day and do those things and that is important especially if I have missed
 815 something. But there are times where I am not perfect so it seeps in and then there are times where I do a
 816 good job of not putting what is happening in coaching or not bringing coaching home and let me be Dad,
 817 but because it is so part of our family and who we are, they bring it up, they want to talk about it, and they
 818 will say, hey, this next game coming up, what are ya'll going to do, can ya'll win and especially David, he
 819 is just older, so he gets it so he will rehash with me, what about this, ya'll can do this...and then now we
 820 are sitting here having a coaching meeting at the dinner table with my son...it is like, wait a minute, we
 821 are supposed to stop and leave this at the door, it is part of who they are...sometimes it can cross in a
 822 positive way, but it can't cross where it takes over...if they are involved in it, I felt like...if it is

823 something...if coaching is the topic at home but it is involving the family...with this pandemic going on,
824 I have had a lot more time with family...less time with our athletes, but they are still who we are, we
825 make contacts with them so you know...weeks ago we are sitting on the back porch, just our family
826 talking after dinner, and talking about the team came up so we are all sitting there giving our two cents
827 about each kid, talking about the basketball players and who we think they are and their personality and
828 characteristics and what they are going to be growing up or I can see this, or this kid can do this, this is
829 the best player you have ever coached or this kid's home life...so you start thinking about them...they are
830 part of your family even when it is not even basketball season or we are not even in school. I think when
831 the coaching is with my family and we are doing those type of things, I think it is OK, because it is who
832 we are and it is what we are known for, but when I think it is just me doing the coaching, and they are not
833 involved, and I am in the home, that is when it is bad. You understand I guess...trying to make the
834 difference.

835 I: I know that when we are not as ingrained in baseball, because when Gibbs is in season, so are our three
836 other kids. We don't make very many baseball games and I don't know the players very intimately and
837 sometimes I am glad about that.

838 A: There can be a cut-off...

839 I: Yes...do you feel that is an accurate description of the transition from coaching to home?

840 A: Um...yes...but I do think, like he said, there are times when I want to talk about it, but there are times
841 when I don't want to talk about it. But now having David, who is helping assist him, that I am like, can
842 we just not talk about that, can we talk about something else...I think he has done a better job, like he
843 says, he has gotten older, to try to cut it off, just very...sometimes he does a good job transitioning before
844 he comes in, but sometimes he...still wants to just talk it out and I try to be a listening ear, but I don't
845 always want to...to talk about it or rehash it again and again...but he tries to make a more conscious
846 effort to leave it at the door.

847 H: I think to that...it has changed for me coaching boys to coaching girls and it has changed the dynamics
848 of our family which I wouldn't even think about that because it is still the same demands...

849 A: ...I was less involved with the boys...and more involved in the girls...

850 H: ...She has a motherly instinct on the girls...and the girls have an impact on my girls...so she sees the
851 impact they have and then our kids are older so they are not like you are at the stage where you are having
852 to feed them at a certain time, get them to bed at a certain time, you can be a little bit more lax...not like
853 coach's kids have a bed time anyway...but I think that you know they can come and do more because
854 they are all older and she has kind of gotten more attached to the girls and understands...having a little bit
855 of a relationship and knowing who they are because our kids are older and it is girls so...

856 A: ...I think when he transitioned from boys to girls, he transitioned into the school our kids attended to
857 that also kind of makes you more involved. You are already going to things that your kids are involved in;
858 you are going to want to root for that team or that school for every sport because that is your home school.
859 I think it was harder when he transitioned over to a different school than it was our kids, it was their zone
860 school too...so...

861 H: As the kids have gotten older...David is grown, Bailey is pretty much...going to be a senior so she is
862 so totally self-independent, and Chloe does not need...she could fix a meal...so they are older so they can
863 handle more so now she has been able to...she has been on road trip on the bus and rode to the state
864 playoff game on the bus, and been with the girls, spent hours with them...so...if you have a heart and you
865 are around those kids, they are going to start to seep into you and you are going to have a relationship
866 with them. So that has helped our marriage in that respect of coaching, but it is still tough because we are
867 playing. Valentine's Day this year was tough because everybody was like, we did this, what did you do,
868 and we were like, we were on a bus to Hillman County to watch basketball with twelve girls. People don't
869 get that; they have no clue outside of coaching...they have no clue.

870 I: Does a win or loss effect your home?

871 A: Yes...I think it definitely does. I mean he is going to talk about both either way...it has been some
872 time...just rehashing and talking about it and it is definitely happier conversation when it is a win. He
873 dwells on the losses more and I wish that he would kind of let those go a little quicker because he tends to
874 linger in those. I understand that, that is part of it to see what can I do differently to win the next game...it

875 just...those sting a bit worse so he tends to hold onto them so they definitely impact...and his mood is
876 not...is not as good if it is a loss...

877 I: Does he call you on the say home?

878 A: Um...not always...he usually calls other people, he will call his Dad or a friend...

879 H: ...other coaches to vent...

880 A: ...to vent before...

881 H: ...to get it out of my system before...I don't want to throw it on her...

882 A: ...he has already kind of let it out of his system. I think that before he brings it in...he has talked it out
883 to a couple people on the phone, I think that kind of helps him to kind of leave it...drop it...

884 H: ...I think a loss, she is not the first person I am going to contact...because I got to get it out of my
885 system and vent, the frustration has got to go so I can be better when I get here, but if it is a win, I am
886 going to text her and let her know right away because it is not going to be bad...

887 A: ...he has texted me on an away game that they lost...I can tell him it is kind of a rant from his tone and
888 stuff in all caps or whatever, but as far as talking to me, he usually talks to a couple people before he talks
889 to me. I appreciate that in some ways because I get the lesser of it by the time he has come home.

890 H: With the kids being older now, they are more emotionally attached, but a win and loss affects home to
891 them too, because not only is it my mood, but they understand it more now that they are older. There are
892 certain games they want to win, we got to win, so they are all into it too. It is almost like they are just as
893 excited. To me, now that they are older, to see them get just as excited in emotional positive ways is huge,
894 but then it makes it tough sometimes too when you lose especially when it is the end of the season, the
895 playoffs or a big game and you lose...players cry, upset, and coaches too, and your own kids are
896 crying...man, this makes it tough...

897 I: You talked briefly about calling other individuals, what other transitions skills do you use?

898 H: That is a huge one, I think there are people that know...

899 A: ...he has a big game...

900 H: ...sometimes they will call me, hey, let us know how it goes...and if I call them and tell them we lost,
901 they will call me before I call them and they know the conversation is coming and I feel I use those
902 relationships and friendships...and some of them are with other coaches and they coach a different sport
903 so I can kind of lean on them or vent to them, but then some of them are friends that do not coach at all,
904 but...they are just good people because they are going to be there for you. I am sure there are ways that I
905 help them outside of nothing to do with coaching to be there for them as well. They kind of see that so
906 they become tied to it, that has been a huge coping skills for me, finding the people that I know are going
907 to be good listeners and are OK with letting you rant and spit off at the tongue for twenty minutes about
908 something...when it is a co-worker, they almost kind of feel like they know the players and they really
909 don't know anything about them...but through me they have a connection to the team so they are almost
910 like, hey, heard ya'll lost, so it is kind of cool to see that come about...then they come to the games when
911 they can so it is kind of cool to see that and you know, those are the people you can count on. You got to
912 find who truly is in your corner and use that as a resource and not be too prideful to say, I need help with
913 is or how should I handle this situation, so those are coping skills I definitely have...I think that...like I
914 said, I have had coaches that I have looked up to as maybe my mentors starting out that have transitioned
915 into administrators or other things, so now I have coached long enough that I have long passed their
916 coaching careers but I still see them as my mentors so I will make those phone calls to them and get their
917 opinion on stuff...I think you can't go wrong with people, older people are wiser, they have been through
918 a lot of life lessons whether it is coaching or whatever part in their life so when you have a parent or in
919 laws or older siblings or brother-in-laws, even older coaches, they are going to give you wise advise
920 about how to handle things. You got to find those people that are going to be in your corner and tell you,
921 not be scared to tell you, you are wrong, and understand they are not going to just sugar coat if for you.
922 They are going to say, yeah, this is what you need to do, or hey, you need to do this, and they are not
923 going to care if they hurt your feelings.

924 I: Have you ever heard somebody criticizing your husband as he coached?

925 A: Yes...yes...I hear that a lot in the stands and...about playing time or how he should run a play or what
 926 he should do differently, so I have heard that.

927 I: How do you react to that?

928 A: Um...most of the time I try to sit in a different area that I won't have to hear that. Sometimes it is just
 929 hard depending on the size of the game, if it is a big rival game, sometimes it is unavoidable,
 930 but...um...most of the time I just stay quiet, I could think of a few times that I just reminded those people
 931 that I am his wife and those are his children that are also hearing that...as much as they are upset about
 932 what is happening, his children are aware of the things that you are saying. If it does not get better, I just
 933 try to move or leave, I have left games before...

934 H: ...If I look up and she was there and look up again and she is not there...I know something bad
 935 happened...

936 A: I removed myself from the situation...

937 I: Is that a hard dynamic...if you look up and noticed she has left, she is probably upset, is that a hard
 938 thing for you to know while you are coaching?

939 H: Yeah, I know that something has happened. I think you have to have thick skin and...in the moment of
 940 the game, you have to let it...just like if you get a bad call in the game or the refs made a bad call...you
 941 got to move on because if you just stay on it, stay on it, the players will just feed off of that and now your
 942 attitude changes and it is almost like you are harping on that so much you are not coaching the kids
 943 anymore. They are going to feed off of that so as much as I want, in the moment, obviously there is a
 944 reason she had to leave, but you think about it for that split second, but then you got to coach. But when it
 945 is over, it hits you and you got to check in for sure.

946 I: What in your opinion is the hardest part about having a coach for a spouse?

947 A: I think one of the hardest things is just that it is always on. It seems like it is very hard to...he has
 948 gotten better...but it is difficult to turn it off...it is just in him and so even, like he said, whether it is in
 949 season or off season, it is always there, always a conversation, it is just there and even when he does his
 950 best to have...during the season to say I am home, I am here, sometimes I can tell he is physically here,

951 but mentally he is still on that game or thinking about something coming up. I think that is just a
952 challenge to turn it off and he has done better with the phone and not checking, but he is just a hundred
953 and ten percent, that is just the person he is when he tells somebody or says he is committed to something,
954 he is going to give his all to that just because that is his nature and character...so I think that has been the
955 most difficult thing to just shut if off sometimes in that...it is important and is an important part of who
956 he is, but you have to find time to separate it at some point and let things go. In the end, it is a game and
957 eventually it will be over, but you have to remember that the family is still here and they will be the ones
958 who are still here, even when you hang up that coaching hat, you have to remember you have to give
959 these people time too, so I think that has been one of the most difficult challenges for us is just shutting it
960 off and finding the separation because like he said, it is just a huge part of who he is, and then having
961 children who are also athletic, and then as a man, he likes to watch sports, so it just encompasses so much
962 of who he is and his time and everything...just finding the time to not be in sports...it is very difficult.

963 I: What is the hardest part about being a coach with a family?

964 H: I think the hardest part would be your kind of...when you coach...I have twelve basketball players and
965 now I got twelve kids plus my own three kids and you kind of take those kids in as you own. When you
966 are in season, you spend more time with those players than my own kids...it is just the nature of the job.
967 The hardest part is making sure that I let my kids know they are above the team, they have to understand
968 that...sometimes it is just...there are good times and bad times and things you miss out on so missing my
969 own kids' stuff for the team is super difficult and you don't get those back. But you know you committed
970 to coaching those kids and making an impact on them so you...some people don't realize that I am giving
971 your kid more time than I am giving my own kids and they don't see that or understand that...people
972 don't see the big picture, they show up of an hour or two on game day and see that product, they don't see
973 the sweat and grind it takes to get those kids to that level... or other things in society that they are going
974 to bring so much more...they can't leave it at the door, they are just kids. You are dealing with what they
975 are going through from day to day, what happened at school, or a boyfriend issue, or whatever, there are
976 issues, friendship issues, social media issues, there is so much these kids are having to deal with now so

977 you become that, as a coach, that makes it tough and then to not keep it...to have that separation from
978 home...it is definitely difficult because it would be nice sometimes to say, I am going to...at least on the
979 coaching aspect of it...make sure my kids come first, but you are not built like that, you are going to give
980 your all to...you are not going to halfway do your job...so the hardest part of coaching with family and
981 young kids is balancing that time and making sure your kids feel more important than those kids because
982 they are, they are your world and your family has got to come first. It has got to be God, your family, and
983 coaching has got to be down on your list, four or five, but it makes it tough because you are with that
984 team so much and you got to jam pack all that and you don't want to mess up.

985 I: Was there a time in your marriage when coaching was more difficult than other times?

986 A: I think when the kids were younger it was a lot harder and times when I was in school and
987 working...definitely when our kids were a lot younger, just the demands of them being younger...like he
988 said, they are not quite as understanding about him being away or missing things, as they get older and
989 more mature, they understand it a little more. As they got involved in upper level high school level sports,
990 I think they understand and see the level of commitment that it takes. I definitely think that as they were
991 younger and earlier in our marriage it was a lot more difficult.

992 H: Kids are just more demanding at a younger age. That is a whole other story...she just had enough and
993 you are still at practice and your wife shows up or she is calling you, you know something is not good.
994 They know you are at practice, so if she called at practice or showing up at practice, it is not just some
995 little thing...it is a big thing.

996 A: ...but I have the advantage of both our families live here and so they do help and are very supportive.
997 My parents are just as supportive of him and go to all of his things. Sometimes they are at things I am
998 not at...as challenging as it is to be on your own in season, I had help from family so I don't think I could
999 have done it without that.

1000 H: There were times when they were two and three years old when you are coaching with them on your
1001 hip with a pacifier in their mouth. It just happens...or they are sitting on the bleachers, sidelines, or

1002 dugout, or whatever, with an iPad, iPhone, coloring book or whatever, because Mom said they have got to
1003 come with you today. You better figure it out...

1004 A: ...they have to go to practice with you...

1005 H: ...you better figure it out...

1006 I: Do you feel a conflict in your role as a coach and parent as you watch your children participate in
1007 athletics?

1008 H: I think I am more understanding for the coach that they have watching them. Obviously, not having to
1009 coach them, I think that I am more understanding of what that coach is going through because I have been
1010 on both sides of the fence. Now I am sitting there as a parent in the stands and I get to watch them but I
1011 know what that coach is going through because I am in their shoes. I am less judgmental, more
1012 understanding, I have my opinion of some things, but I am definitely not going to share it with someone
1013 else and I am definitely not going to share it with my kids because that is undercutting that coach. Our
1014 kids will complain, hey Dad, why is this coach doing this, I should have this, or this should be done, and I
1015 got to bite my tongue because I am in their shoes. My response to them is that, well, you just need to keep
1016 working harder. There have been times when I am not going to tell them that because that coach is in that
1017 role...I have been in those shoes; they want to win and maybe they feel different. You got to respect that
1018 coach.

1019 A: I think that has been a conflict...you say, when do I switch from understanding a coach's perspective,
1020 but also, I am their parent. When do I put the parent hat on and speak up about something that maybe I
1021 have a concern about, especially when you are coaching the same school where your kids go and that can
1022 be difficult. I think that may be where you have a little bit of conflict because you don't know when you
1023 can change over to the parent role and maybe have questions or concerns about certain things. You are
1024 kind of hesitant to send an email or respond to something that your kids come home and a concern about,
1025 we faced that recently with Bailey with cheer and some questions she had about some conflicts on the
1026 team. Hudson did end up send an email voicing some concerns that he had, but he had to word it a certain
1027 way...

1028 H: But then parents know you are a coach, so they come to you and say can you be a voice for us...you be
1029 the voice for us and it will mean more if it comes from you...and know I don't want to be that person, but
1030 at the same time, too...

1031 A: ...but then you want to see all the sides because you don't want to be that coach...I mean...you know
1032 how that feels to be a coach and to have parents after you...but at the same time, if you feel like...

1033 H: ...you don't want to be that parent...

1034 A: ...you don't want to be that parent but you also...if you see both sides to the situation, the conflict,
1035 you feel like I need to say something because she is still my child, but I also don't want to cause a
1036 problem and issue for her later on either.

1037 I: Are there things that you might take on, are there roles that you feel like to take on a little bit more
1038 because of the position he is in?

1039 A: I think so, I think we definitely try to balance it out. I am probably more of the school...

1040 H: ...with athletics, she takes more of that role right now because of my coaching role...if they need this
1041 and that, she is going to handle it because she is not the coach and I can be the Mom side of it...I will just
1042 stay out of it...just because it is probably not a good idea to voice my opinion on it even if I wanted to, it
1043 is probably better if it comes from her. I think when I am watching my kid from the stands, not that it is
1044 the same, but I get a little taste of what she goes through when I am the coach and she is in the stands
1045 because...even if it is another sport it is still a colleague of mine or a coach that I know and have a type of
1046 friendship with and to hear those parents talk bad about...you know she has to hear parents talk bad about
1047 her husband and her kid's Dad, not I am hearing them talk bad about this guy and how horrible of a coach
1048 he is and how he should be doing this or shouldn't be doing that, so now, I am like, OK, we can't sit here,
1049 we got to move somewhere else. Because number one, I am going to say something I will regret because
1050 they have no clue what this guy is having to do or the time he is putting in, and I get it, but now I am like,
1051 OK, where can we sit, that we are not going to hear the people that we know are complaining. Even now,
1052 I am going to watch my kid and I have to sit somewhere totally different, maybe not the seat I want to be
1053 in, because I can't listen to those people.

1054 I: Are there times when you take Chloe to practice where you just sit back and watch her perform and on
1055 her own and be a Dad or do you tend to get a little bit more involved as far as helping with practices?

1056 H: Oh, definitely be Dad. Because you are a coach, people want your help or your opinion, or help with
1057 this drill, or they are shorthanded and want you to help run drills and now you are coaching your own
1058 kid...

1059 A: ...and it is not even in sports that he does...he coaches basketball and this is soccer and they want him
1060 to help...would you run this with them or do that or none of us can make it, can you run practice tonight,
1061 and it is like, wait a minute, what is this, I just wanted to be a Dad...and to go enjoy her and it is
1062 something totally separate and I just...

1063 H: ...I just wanted to be a Dad...Chloe played recreational basketball this year and the lady said, I picked
1064 her first in the draft, and I was like, OK, do I know you from somewhere, and it was we know you coach
1065 high school so we just figured you would coach the team...I was like, no, no, no, this is my season, I am
1066 not...I am going to miss some of the games, I am definitely not going to be committed to coaching these
1067 girls. If you kid picked my kid because her dad is a basketball coach so you assumed she is this kind of
1068 player and you assumed if I pick her, he will help me coach and pretty much do it...time out.

1069 A: Exactly...it happens with stuff outside our kids. In school it is in their extracurricular, but it happens in
1070 our church...they assume he wants to do vacation bible school game time or Wednesday night game time,
1071 they assume...

1072 H: ...you teach gym class and you coach...

1073 A: ...sometimes you just want something totally separate, like, I don't mind helping out in church, but I
1074 don't necessarily want to teach kids because I do that all week...I don't mind helping, but let me help in
1075 the kitchen...it is the same with him...so something with games or something with P.E. teacher because
1076 that is what he does...

1077 I: A few minutes ago, we talked about if you look up into the stands and you see Anna has left or you get
1078 a phone call during practice and something is wrong, do you ever feel conflict between your role as a
1079 coach and your role as a spouse?

1080 H: Yes...I think sometimes there is a conflict because you let it...you let it interfere with things that you
1081 could be doing. Sometimes she gets placed on the back burner because she is going to be there and she is
1082 going to have my back no matter what, but then she gets short changed a lot of times, especially in
1083 season, because there are other things I let become a priority over her and that should not happen. The
1084 older you get the older you see it like that so you do a much better job, like she said, I do a better job of
1085 that, but I think she has done a better job of...as the kids got older of saying, hey, I can be more involved,
1086 so she has traveled with us to the games so that makes it easier. But, there are times where you try not to
1087 let the coaching aspect interfere with being a Dad, but it interferes with being a husband. I can't give her a
1088 hundred percent because I am exhausted when I come home and it takes a toll on that aspect of it so you
1089 got to find that time where it is just going to be...just the same as any other marriage where you are a
1090 coach or not, you got to have that time alone without your kids, even more now as a coach...

1091 A: It is especially to a conflict when I have had a bad day and you need to vent and he has had a bad game
1092 and needs to vent and we are both kind of like...needing that, but don't have that...we are both physically
1093 and mentally exhausted...

1094 H: ...like, this is why people drink...

1095 A: ...I just want somebody to listen and he does not want to listen to that per say and I don't want to
1096 listen to that...that is where sometimes...it usually becomes tense, but for sure.

1097 I: How would you describe the time period your husband is in season?

1098 A: Um...it is stressful and demanding, there are...obviously...some good things and positive outcomes
1099 from it. I know it is something he enjoys and is passionate about...when you are married to somebody
1100 you want them to be successful, you want them to do something that they enjoy, but it is very demanding
1101 and stressful, time consuming, and his season, as he mentioned before, is covering some of the biggest
1102 holidays that you think about being with family, and he is not. Thanksgiving, Christmas, so we just have
1103 to try to pencil that in when we can, but it does take its toll sometimes.

1104 I: Do you think being a coach's spouse is similar to experiencing what military spouses experience when
1105 their soldier being TDY? Is that something you can relate to?

1106 A: Definitely...I have thought that...I think sometimes people who have spouses who are deployed get
1107 offended when you say that, but they don't understand, like I said, even when he can physically be in this
1108 house he is not mentally checked in here. There may be a need or demand for something involving the
1109 kids, he is kind of preoccupied with something that has happened or a game or something he needs to
1110 with the team or for the team, or get something in place, so, I feel like he always says, you are like a
1111 single mom for that time frame, and some days I do feel like that and you do feel lonely too because
1112 nobody else understands what this is like, they don't understand what this feels like to not have somebody
1113 help, like you said earlier, we are different roles. He can leave work a little easier and he can a lot of times
1114 take them to appointments and it is easier for him because there are two teachers whereas I have to get a
1115 sub or someone to watch my class. He deals with that role more, well when he is out of town and/or has
1116 to leave school early, let's say a dentist appointment, I have to figure out all those things and
1117 that...sometimes feels very heavy like a lot of responsibility just on me or to get....this kid has to be at
1118 this thing and this kid has this thing and I have to somehow figure out how I am going to get that done
1119 and cook dinner...and...get ready for the day and all my other...my job responsibilities and my
1120 responsibilities as a teacher are different than his responsibilities as a teacher and he recognizes that...I
1121 think that has been a positive for us being in the same school because sometimes he is a voice for the
1122 classroom teachers because he sees what I go through...so that is one way too that we kind of connected
1123 in that aspect...and helped our relationship definitely because he can...he now understands a little better
1124 what kind of responsibilities are placed on me and that I think that has also helped him to see and be more
1125 aware and conscious of hey, I need to pick up some slack here because...so he does try to do that during
1126 his off season of the school year. We don't start with basketball season, so he tries to be a little more
1127 helpful at the beginning of the school year which is crazy hectic too.

1128 I: Does being at the same school help you?

1129 A: I think so because we, I mean, a lot of people ask us how we work together, but I really...there are
1130 days I don't even see him unless my kids go to P.E., but then I don't always take them. Sometimes the
1131 paraprofessional will take them and pick them up or sometimes I take them and don't go in the gym, or he

1132 will be in the office, or out of the gym, or getting ready for class, like I said, sometimes I don't even see
1133 him at the school so I think that has been helpful, I don't think it has been an issue.

1134 H: I think it is a good comparison, a soldier being TDY and a coach's wife because you are by yourself
1135 and you are doing things by yourself just like an Army or military wife would in that certain situation.

1136 A: You probably understand it more because your mom worked and was an Army wife.

1137 H: Yes, there were times when my Dad was gone and my mom had to do everything. But, there are times
1138 where that...that is the good closest comparison to that situation because you get emotionally tied to
1139 everything going on and it effects your family.

1140 I: What advice would you give to young teachers getting into coaching?

1141 H: I would definitely tell them to get their priorities and make time for them. I think priorities are a huge
1142 thing and as much as you want them to change and shift based on what is going on at a certain time, you
1143 have to keep them in a certain order...it has got to be...family has got to come before the sport and the
1144 coaching...as much as there will be times when it will shift and it looks like one is more important than
1145 the other, you got to come back to it and keep it in check. I think I have done a better job of allowing my
1146 younger, newer coaches I have been with of saying, hey, you need to make sure you don't miss your kid's
1147 this or that, or whatever is going on in your family time, and so, I wish I would have had somebody to tell
1148 me that coming up, like hey, your family time is way more important than this so don't...there is going to
1149 be times when you don't have control over it, but when you do have control, don't miss it. As you
1150 become a head coach, I have a little bit more leeway in when we are going to practice or in the off season,
1151 around the holidays, or vacation, I am going to make sure...hey I am OK going on vacation, it used to be
1152 like when I go on vacation, I would coach too, and I have done a way better job of letting those around
1153 you help, you have assistants for a reason, you have a coaching staff for a reason, it is not a one man job.
1154 You are not going to be successful by yourself so trust the people you have with you. I would tell them
1155 that, you are going to have people in your corner whether they are on your coaching staff, friends, or
1156 family, and you have to learn how to use those people. If you try it on your own, you will drown.

1157 A: I think too, you need to let someone know that they need to be upfront with the person they do choose
1158 to marry as well. We talked to our son, he is engaged, and that you need to make sure this person
1159 understands what they are getting into and that they are marrying a coach because, like you said, it is a
1160 unique situation and it has its positives and negatives and they need to understand. Fortunately, the girl
1161 that he is engaged to, she has become involved, she goes to...I don't think she understands fully what
1162 she.... because he is like, she likes it, she likes it...she likes to go see and she is not going to be like you
1163 mom, but I am like, but you don't have kids yet...

1164 H: ...she is not working a job yet...

1165 A: ...I mean it is going to be different, come talk to me then, but I think that is where we will kind of be
1166 their mentors and can be there for them to help like I mentioned, we had family that can help, and
1167 hopefully mentor them when it becomes difficult in their marriage, because it will, but you need to be
1168 upfront and honest with somebody and let them go and be a part of what that is going to be like, be in the
1169 stands and hearing things. She has already gotten fired up about some stuff too...heard some things so...

1170 H: ...she was not ready for that...

1171 A: You have to understand what you are getting into so...that would be my advice, you need to be aware
1172 and upfront and honest with someone you are going to spend your life with...

1173 H: ...you have got to be prepared to...you might move, you might not be in the community, just like the
1174 military wife, you might be somewhere for two, three, four years in a community and develop a
1175 relationship with people, or church, or job, or your kids' friends and neighbors, and then...boom...you
1176 are gone, moving you across the country. Obviously you would not have that extent but you could have a
1177 career and they are like, we don't want you anymore, you are fired, or we are going to go a different
1178 direction...or political things...politics play a role and you have to stand your ground, you got to...so if
1179 you want to keep coaching, yeah, there might be a job in that area and make it work or you might have to
1180 pick your family up and move if you still want coaching to be a part of what you are going to do. Those
1181 things could happen for sure.

1182 I: What do you want your children to take away from your coaching?

1183 H: I definitely want them to see what it means to be all in, committed to something, and how you do that
1184 the right way, whether it is coaching sports that can teach us a lot about life. I want them to take life
1185 lessons they have learned from sports, coaching athlete, whatever the situation or world they are in and
1186 use them in their life. You got to be committed on what it takes and that nobody is just going to hand you
1187 something in life so you hope that they can see those times. It is not always going to go your way, the best
1188 team is not always going to win, or have the better players, or a team filled with injuries, there are so
1189 many ups and downs and that is what life is all about. Hopefully, they will see the rollercoaster ride a
1190 coach's life is like and what it is like to be a kid whether they coach or not, they can take that and say,
1191 hey, I have seen my Dad deal with adversity, there are ups and downs and it makes you better for it. So
1192 maybe they will take that when their marriage has ups and downs, or they get a boss they might not like
1193 and so they just don't quit. So many times, now a days, kids, or parents, we don't want our kids to fail, so
1194 if this coach is not going to play you, we will go to a new school, or we will go do this or something else,
1195 and it is like it is OK if it is not working out for them because they need to face that uncertainty and
1196 discipline. At some point what are they going to do, quit every job because they don't like their boss or
1197 get that promotion, so there are a lot of life lessons learned in coaching; hopefully, some of them get
1198 instilled in them that will help them be better people.

1199 I: What do you want your children to take away from watching your wife support you?

1200 H: I definitely want them to know that it is a team. You are married for better or worse so you got to
1201 understand and hope that they see she can play the role of mom for them and be there for her kids, but at
1202 the same time, be the best friend...you got to marry your best friend, and hopefully they see that your
1203 biggest supporter should be your wife. She is their biggest supporter in their things, but she is my biggest
1204 supporter and if she is not in my corner then I am done. I hope they understand what sacrifices she makes
1205 for herself, and a lot of times coach's wives give up their hobbies or their outlets or things they want to
1206 get involved in to ride the same train you are on and being that copilot...that is a huge sacrifice they have
1207 to make in that huge role. Hopefully, they see that to be successful, you got to make

1208 sacrifices...successful coach's wives are the biggest example of making a sacrifice for their husbands so I
1209 would want them to take that understanding with them.

1210 I: What do you want your children to take away from watching your husband coach?

1211 A: I think like he said, I hope they see what it takes to be committed to something...for sure to do
1212 something whole heartedly and to give your best even through difficult times when something does not
1213 always go your way, that you just continue to do you know what is right. In all jobs there is going to be
1214 things you don't like about it or things you fail at or things you struggle with, so hopefully that will be
1215 instilled in them from seeing different things, wins and losses, heartbreaks and changes in schools that
1216 you just continue and press on and in difficult times and hurdles to cross that you still can show who you
1217 are and stay true to your character and who you are.

1218 I: As you have reflected back on twenty years together, what are the emotions involved as you are able to
1219 reflect back from where you started to where you are now?

1220 H: That is a good question...I think there is a...things happen and teams end, the players are going to
1221 constantly be a change, but the coaching and how you deal with it the right way is not so much, I mean
1222 we obviously adapt to the time and things are done different, but you are constantly learning per say, so
1223 you are still coaching from that aspect that is not being changed, but your kids are constantly going to
1224 change, just like a new school year when you get new kids, as so that can be an emotional thing because
1225 you get connected with kids and you see them come and go and you get tied to them and they leave you
1226 and you have a whole new group of kids coming up, so it is kind of like it starts over again so that can be
1227 emotional. I think that you look back over the years married together you realize how much those
1228 relationships affect our family relationships and how we get tied and sucked into those kids lives and how
1229 they are important to us and it is good hear from them and catch up with things and sit back and see those
1230 kind of people and how they become good people, adults, so that is kind of emotional just like when you
1231 see them make bad choices and...life happens...kids make bad choices, even adults make bad
1232 choices...so you see them make choices and you think, they were so much better than that, they could
1233 have been so much more, gosh, we should have done...what could we have done different, or

1234 whatever...so you get tied to that emotional side on the negative side. But at the end of the day, some of
1235 them are more successful seasons, you get truly tied to it and it super emotional and then if you don't win
1236 the state championship, everybody loses their last game, and she always reminds me about that quote,
1237 don't cry because it is over, smile because it happened...be happy because it happened. She told me that
1238 probably seven or eight years ago, and that molded on me so I constantly look at that.

1239 A: I think as far as our relationship, we have grown through it. Trials and joyful things...I think it has
1240 matured us because even though there are still times it is difficult it still forces us to communicate and say
1241 we are not going to give up and then just that coaching way about him is like, I am not going to give up...I
1242 am not going to lose this...so, I think it forces us to grow in our marriage and even as parents. Like how
1243 we reflect on things and how we are going to handle situations so where it would be easy to just shut
1244 down, it kind of forces us to talk it through because it is just always going to be such a huge part of our
1245 lives...

1246 H: ...I think it brings out the competitive spirit in her, she has got an edge to her. She is a runner and
1247 those are good things and positive things, it makes us fight for things we believe in because of that
1248 competitive spirit. We are constantly engaged in competition all the time and wanted to do what is best
1249 for everybody, you want to please everybody and you got to do what is right and sometimes you got to
1250 make sacrifices and so...that competitive nature keeps you going and I think that competitive nature helps
1251 us because you are going to fight for...look...

1252 A: ...this to work...

1253 H: ...if I am wrong, she is going to let me know about it in our marriage and vice versa, and we are going
1254 to fight for our marriage, that has made us have to understand how to compromise so it has helped us...

1255 A: ...it has healthy to fight...it is healthy to argue and fight it out...

1256 I: What do you want other educators to know about high school coaching?

1257 H: I think everybody's job has stresses and goods and bads...you don't really know what somebody is
1258 going through until you are in their shoes, obviously, but I think that I would want them to know that...I
1259 don't think they realize the commitment it takes...it is another job...it is just a full time job just like

1260 teaching in the classroom...I would want other educators to know that you taught all day, you spend eight
1261 hours in the classroom and how you are off. A coach, when they teach all day and did that job, now they
1262 are starting job number two, we are not off until nine or ten o'clock...sometimes it is like...

1263 A: ...just like when they walk into their classroom, they greet their kids with a smile, those kids expect
1264 the same from him when they show up to practice. They have not been with him all day...so he is tired
1265 and wants to probably be like...

1266 H: ...go through the motions...

1267 A: ...handle a situation, that is their first time seeing him that day.

1268 H: ...I want other educators to realize the sacrifice a coach makes because they are doing the same job
1269 that they are doing, plus another whole job with another set of kids and another set of issues...I don't
1270 want to say issues, but another set of...

1271 A: ...sometimes administrators...another school that handles things differently, does things differently
1272 than that school and you have to adapt to this school does this, and this school does it this way...

1273 H: ... and there are educators that, to make ends meet, they need to work multiple jobs, I get it...teachers
1274 are probably underpaid for what we do, buying your own supplies and doing those things, and those are
1275 sacrifices those teachers make. I am not trying to downplay that at all...they are super huge and those
1276 people could not do it without them, but I do...if they work a second job...they are clocking in and
1277 clocking out and they are getting paid for it or they are on some kind of salary. If you break down our pay
1278 it is probably a penny an hour, so we are definitely not coaching for the money aspect, you are definitely
1279 coaching because you love the kids, you love the relationships, you love the competition of the sport and
1280 you want to continue to make an impact on those kids.

1281 A: Often educators don't understand how important high school sports, and middle school, are for kids.
1282 They are very important to them, to ever think about not having those outlets for kids...would be...would
1283 not be good. I mean...that just needs to be in the...

1284 H: I think now with the pandemic, people are like...these kids, these seniors that missed their spring
1285 sport...baseball...are we going to have football...we are not getting to practice...and people say that is

1286 not important, they are just high school sports...but to that high school, it is important, that is their
1287 life...to the seven year old playing little league, that championship game is their Superbowl, that is their
1288 World Series, that is their biggest thing. In the big scheme of things, it is just that, but in their moment, in
1289 their time of their life, at seventeen, eighteen years old, that is their everything, just like your career.

1290 I: Or if that was the thing that kept them in school...

1291 H: Exactly...or what is it going to lead to next...some kids are not going to college without sports or are
1292 they going to have the desire to have the goods grades...how kids are we going to lose track of...how
1293 many times we wait around an extra hour to take a kid home after practice, how many times do we feed
1294 these kids...for some we are their meal ticket and now we don't know if they are going to eat...

1295 A: ...their stability...just even...we even...some of the kids have very poor home life so to even have a
1296 father figure type person in their life, it is a constant and it is huge.

1297 H: They spend two to three hours at practice with me, or whoever the coach it might be, they spend forty
1298 five minutes with a teacher, and then my job is to make sure their emotional support is there, their
1299 physical support is there, and the sport is there...if they trust you, they are going to tell you a lot and
1300 count on you for advice...you become way more than a classroom teacher, your impactful meter is way
1301 higher for a coach than...

1302 A: You are trying to work with them...classroom teachers...are encouraging classroom behavior to be
1303 able to let them play...you want them to succeed in school as well. He definitely encourages them about
1304 future education even if it is not to play ball, you need to go to school and you need to do something with
1305 yourself. I will help you any way I can...

1306 H: Some...everybody has those teachers that they always remember that made an impact on their life and
1307 classroom teachers are a huge part of that and they need that aspect of it. That is going to take them way
1308 further than sports but sports are going to mold them into the person they are and that is a huge part of
1309 their life. Sports is such a big part of our society and parents put their kids in sports and they spend so
1310 much time in sports and then then to downplay how important it is...can you imagine in you put that
1311 many hours into something and then don't have it...they need it for sure...they need to understand that

1312 side of it too. That makes them a good student, that makes them want to succeed. It teaches them so many
1313 things that make them want to be a better person. Coaching is a huge aspect of it and some of the things
1314 we have to deal with for not much money and you get emotionally attached to these kids and so there are
1315 former players that have a kid call me about transferring...look I coached you four years ago and you are
1316 supposed to be gone...but that is so cool.

1317 I: Just a few final questions. How often do you refer a student to a graduation coach or a guidance
1318 counselor?

1319 H: Very rarely do I refer a student to guidance counselor. At the high school there are times I would send
1320 players to graduation coach to make sure they are on track for graduation and college recruiting purposes.

1321 I: What do you believe to be the most influential factor in the classroom: society, family, emotional needs,
1322 or academic?

1323 H: I feel family is the most influential factor. Everything starts at home. How we are raised and what we
1324 are taught from the beginning lays the foundation for students in the classroom. Yes... students can
1325 overcome a difficult home situation from the help teachers in the classroom. Yes... teachers wear many
1326 hats to help students be successful, but family plays the biggest factor

1327 I: What leadership skills do you believe are the most important to be a successful coach?

1328 H: Leadership skills that are the most important. To be a successful coach I feel I need to be able to make
1329 a connection with each player...trust is a huge skill needed. You need trust of the players and parents to
1330 know you have the best interested of all the players and the program on and off the court. You have to
1331 be confident with who you are and the decisions you make knowing some might not like all decisions.
1332 Be patient and a good listener. You can always learn and build on your coaching ability.

1333 I: What are some of the lessons you learned from previous coaches and do you incorporate these into your
1334 own coaching style?

1335 H: I have learned to never quit on the kids no matter the situation. You are always teaching first even on
1336 the court. Every day is a learning situation. I have had the opportunity to work with more experienced
1337 coaches and work with less experienced coaches, there is always a lot to learn from both types. You have

1338 to have an open mind and be able to listen and adapt from year to year. Once was told at the high school
1339 level success is not only determined by your wins and losses. Building relationships with players that can
1340 last and lead them to successful adults and careers is important.

1341 I: How do you define success in the classroom?

1342 H: Success in the classroom is model success on the court. Your work ethic and determination to get
1343 better on the court should carry over into the classroom. You never stay the same, you are either getting
1344 better or worse. Every day in the classroom should be used as an opportunity to get better, that is success.

1345 I: Has there ever been a time when you thought about giving up coaching? Can you explain the
1346 circumstances?

1347 H: ...I have thought about giving up coaching in the past. Part due to feeling exhausted and burnt out.
1348 Sometimes... feel like taking a break to spend more time with my own family and kids. You have to
1349 make sacrifices to be successful and it ultimately affects your family at home, you got to be on the same
1350 page and find balance. Hearing success stories from former players gives you the energy needed
1351 sometimes to keep going.

1352 I: Thank you for your time.

APPENDIX D

INTERVIEW 3: RANDY AND SYDNEY OSER

I: This set of questions will focus on your role as a teacher. If there are any questions you do not want to answer, please let me know and we will move on. You will be provided a pseudonym in order to protect your identity and any identifying factors, like school name or a child's name will be changed as well.

RANDY (R): OK

I: How long have you been teaching?

R: 24 years

I: What grade levels have you taught in your career?

R: Middle school (6-8) and 9, 10, 11, 12

I: How long have you been in high school?

R: 18 years

I: How long have you been at your current school?

R: 18 years

I: What subjects do you teach?

R: I have weight lifting, P.E., team sports, and health

I: Can you explain why you chose teaching as a profession?

R: Um...I got to see my father do it and I got to see the interaction he had, the interactions he had in the community, with people he had taught 20-30 years ago and seeing the difference he made was one of the big reasons.

I: How do you currently view teaching as a profession?

R: Phew...that is a tough one. With the state we are going in now, and you know...not quite the same as it was 24 years ago.

I: Can you elaborate a little?

25 R: Losing the lack of respect from parents or community...those type of things. Um...like you don't
26 have the same stronghold you use to, you use to be able to hold kids accountable. That is probably the
27 biggest thing.

28 I: Can you describe your thoughts on teaching when you first began and how your view has changed?

29 R: As far as my thoughts on teaching, I don't think it has changed a whole lot. I am still there for the kids
30 and try to get the subject matter across as much as possible and trying to spend time with them and trying
31 to get to know the kids. That is the biggest thing. If you get to know you and they get to trust you a little
32 bit, they are going to try to learn for you, they are going to try to work for you.

33 I: When you first began your teaching career, did you have a romanticized view of what you thought it
34 was to what it has turned out to be?

35 R: No, I don't think so. I think that came from being around it. Like I said, my Dad spent 35-36 years in
36 education so I got to see firsthand how it went and how everything went hand in hand together and went
37 in with the same mindset.

38 I: What term do you prefer to describe a teacher? Do you prefer teacher, educator, coach, life-builder,
39 life-mentor?

40 R: With me, they use Coach, they use Coach all the time.

41 I: What is the first work that comes to your mind when you hear the word coach?

42 R: A lot of things

43 SYDNEY (S): Work

44 R: Yeah, work, work, that is...trust

45 I: What are the emotions associated with the word?

46 R: They are deep because you want the kids to really buy in. You want them to see how hard you work
47 and you want them to trust you. And you have to portray that, you can't sugar coat it, they will see right
48 through that.

49 I: How do you view your role as an educator?

50 R: I think it is an important part of their lives. I have the kids on a daily basis, they need that, really, they
51 need that interaction and discipline because a lot of them don't get it at home.

52 I: Your consistency, stability...

53 R: Yes, exactly

54 I: Can you describe some of the emotions you feel on a regular day in the classroom?

55 R: Every day is completely different...with my field, probably not quite as stressful as others because we
56 get the excitement of see kids reach new goals in the weight room. That is really big, that is fun to see
57 when a kid who thinks he is never going to be able to get a certain lift in, or certain number, and he
58 accomplishes that, that is really big, that is fun to see.

59 I: What emotions do you feel on a daily basis in the classroom?

60 S: They run the gamut from extreme excitement to see a child learn to positive...just...straight up anger
61 whenever they misbehave and there is no support to change their behavior but then you just have to keep
62 that in check because they are still kids.

63 I: How to do you feel that your emotional responses to the kids have changed over the years?

64 R: I don't know if my emotional responses have changed a whole lot. I still feel the same way, seeing kids
65 move on to playing college ball. That is just as satisfying and gratifying as it was twenty years ago.
66 Seeing them reach their goals, their college, is still just as much now as it was then.

67 I: Did your emotional view of your students change when you started having kids?

68 R: She says yes, I don't know.

69 S: He is different, he is more even-tempered, very like...sees everything...like the big picture. I am more
70 of an in the moment person, so...yes, mine did and I started to see...students should be taught fairly,
71 treated fairly, but then it was like wait, that is somebody's baby. Um...that changed and it was not until
72 this last half of my teaching career that I actually...I don't really get angry, I don't fuss, it is like I just
73 pull the kids aside, we have a conversation, this is what you are doing wrong and this is how you need to
74 fix it, and I have noticed that they respond to that a lot better. Not to say I don't raise my voice to get
75 attention, but they like to have a mama.

76 I: It is amazing as they grow older how many still call you mom or dad. Do you feel that you meet the
77 needs of your students?

78 R: Yes, I think so.

79 I: How are you able to determine you meet the needs, what are the bell ringers that you see that you know
80 you are meeting their needs?

81 R: The interaction. When they see you four or five years later and they shoot you a message or those
82 types of things. That means a lot when you see someone from two years ago, they will shoot you a
83 message, how you doing coach, those type things. I think...

84 S: The Happy Father's Day messages...

85 R: Yeah...

86 I: Do you feel you are able to reach every student?

87 R: I think some you don't reach...a lot of that goes back to their home life. Some of the ones, as students,
88 I think you reach eighty to ninety percent of them. As athletes, it is probably the same mindset, but I think
89 a lot of the students, we know, don't care a lot about being there. So, you are not going to reach them no
90 matter hard you try because as soon as they turn sixteen or seventeen, they just...they are just getting out
91 of school as fast as possible.

92 I: Is there a particular type of student that you tend to pay a little bit more attention to? You know, in the
93 classroom, you have different characteristics. You have some that are more outgoing, some that are quiet,
94 and some that are more aggressive or hostile. Is there one that you kind of hone in on and just think to
95 yourself I need to watch that?

96 R: I think the quiet, the ones that don't spend a lot of time talking to their classmates. You always try to
97 go out of your way to say, hey, how you doing today, or talk to them just to try to make them feel more
98 comfortable in the setting.

99 I: Can you describe the most stressful situation you have been in as a teacher and how you have handled
100 that?

101 R: I am trying to think of something...um...I honestly cannot really come up with something right now. I
102 can't think of much on the emotional side, and physically, there has not been too many physical
103 altercations that have been worse. There really have not been.

104 S: I had one. I had a kid hide a knife in my room and threaten to slit a girl's throat. Yeah, and...that was
105 May...June, July...a couple months later he killed his sister. That was tense.

106 I: Do you mind me asking some of the emotions you felt during that whole situation?

107 S: I was actually very proud of the students that came forward and said, hey, he is threatening her. This
108 was like the last day of school, we had field day, so I was getting teams ready, and they were like, we just
109 wanted to let you know he threatened to slit her throat. I was like, OK, he thought she had told on him. He
110 had brought like fake herbs to school trying to tell everybody it was marijuana and so they came up and
111 told me. I was like, oh, and then it was, we think he hid something in your back closet. I just kind of get
112 up and go over there and just get him away from everyone else. It was more, what do I do. It wasn't...I
113 wasn't afraid for them, it was like, what do I do next and how do I get somebody down here quickly to
114 handle this. So luckily, I had a walkie-talkie and I was able to get somebody down there quickly. But it
115 was...um...it was actually when my principal called me whenever she read the headline whenever he had
116 murdered his sister. That is when it was like, oh my gosh. The intent was there whenever he brought the
117 actual knife to school, but it was like, oh my gosh, he was really capable of doing a lot of damage.

118 I: Did that change your emotional stance?

119 S: It made me a lot more...I mean...I always notice what is going on in my classroom, but I became a lot
120 more observant. A lot more observant.

121 I: What do you want your students to take away from your classroom?

122 R: Discipline, dedicating themselves to something. Understanding there are goals you can strive for.

123 I: What do you want your classroom to be when you look back over your teaching career?

124 R: Really a solid learning environment, the kids were able to participate and felt comfortable to go to
125 school every day and learn what they are supposed to, and to feel safe and be able to communicate with
126 others.

- 127 I: OK so this next set of questions is you as the coach. What sports do you coach?
- 128 R: Baseball and softball.
- 129 I: What is your role within those?
- 130 R: Head coach of both.
- 131 I: How long have you been a coach?
- 132 R: 25 years
- 133 I: All at high school?
- 134 R: There were a couple of years at the middle school level.
- 135 I: Have you been if you been at the high school for the 18 years?
- 136 R: Yes.
- 137 I: How old were you when you got into high school coaching?
- 138 R: 23
- 139 I: Did you play any sports in college?
- 140 R: Baseball
- 141 I: What do you enjoy most about coaching?
- 142 R: Seeing the kids succeed.
- 143 I: What about least?
- 144 R: Probably seeing the kids fail.
- 145 I: Do you feel that there are politics in high school athletics and coaching?
- 146 R: I'm sure there are, I feel like we do try to do as good a job as we can to keep them out at our place, but
- 147 I'm sure there are.
- 148 I: How has coaching influenced your teaching?
- 149 R: Trying to every student, as a coach you have to try to get on everybody on the team on the same page.
- 150 So, trying to reach every student is probably one of the best ways to describe it.
- 151 I: Do you consider yourself a teacher to coach or a coach to teach?
- 152 R: Probably a coach to teach.

153 I: So, the coaching world is more dominant?

154 R: Yes, it takes more of the time.

155 I: Is timeliness the only factor that leads you to believe it's a coach to teach?

156 R: Time is a big part of it when you looking for practices to games to traveling into those events to field
157 maintenance on both of them to everything else that you do. You are normally spending two months with
158 softball in the summer, so time is a big part of it.

159 I: Does a win or loss affect your demeanor in the classroom?

160 R: I don't know that it affects it in the classroom, I know it affects me at home. Maybe not so much now
161 as it did twenty years ago.

162 I: What emotions do you experience when you transition from teaching to coaching?

163 R: Honestly, probably a little less stressed. Getting outside, getting on the field, being at practice, and just
164 the enjoyment of being out there and trying to get better.

165 I: Do you feel more comfortable in the classroom or on the field?

166 R: Definitely on the field.

167 I: When you are on the field, do you feel that you can be more of your authentic self?

168 R: I try to be the same both places...I don't know that changes a whole lot.

169 I: You mentioned you are more comfortable on the field...why?

170 R: Because that is where I enjoy being, being outside, being out there.

171 I: Do you ever feel there is a conflict between teaching and coaching?

172 R: I really don't think so, I have not come across many.

173 I: How do you handle difficult situations with players and their parents?

174 R: Um...discipline first, treat all of them the same, everybody knows they are held accountable for their
175 actions and everybody is on the same page with that. Parents, I try to be straight up with them.

176 I: Do you believe coaching has made you a better teacher?

177 R: Yes.

178 I: How so?

179 R: Just understanding you have to go through and teach everything. Just like on the field, you have to go
180 through and teach every fundamental, every situation, and in the classroom, you can't cut corners. You
181 got to teach everything you are able to.

182 I: So, you mentioned you are a little bit more comfortable in your role as a coach, and that has the
183 stronger emotional response, when you are thinking about your teaching and coaching career, which one
184 of the two have a stronger part of your identity?

185 R: Probably the coach just because of the relationships you build because of the amount of time you are
186 with the kids and the emotions you see the kids go through and being there for them when things happen
187 to their family or their lives. You touch your kids but you really feel like the players feel a little bit more
188 like they can come to you if they need to.

189 I: Can you describe the most difficult aspect of coaching?

190 R: Probably when you have to tell a kid they are no longer good enough to be on the team. That have
191 played...you know...coming up and cutting early on...you know we were cutting thirty to forty kids at a
192 time...and then those kids have played their whole lives...you know that is one of the biggest, toughest
193 parts of it.

194 I: What emotional response does that bring out in you?

195 R: It is tough. As far as emotional response, I think...concern for the kid, concern what are they going to
196 be able to do. They have done this their whole life...you know...what are they going to do now this
197 spring when they don't have baseball or...hopefully, finding something else they can do to make up that
198 time or be a part of some group.

199 I: Do the kids that you cut ever come back in subsequent years and make the team?

200 R: Actually, we had one a couple years ago that was cut the first three years and we gave him a shot his
201 last year and he did OK. We had one that, I guess, the biggest thing is are the ones that you tell, look, if
202 you don't make adjustments, you are never going to play and when they listen to you and make those
203 adjustments, then move on to college ball because of those adjustments, they are even better.

204 I: What is your goal as a coach?

205 R: Just for the kids, both boys and girls, to enjoy their playing time, to enjoy being a part of something so
206 they learn how to be a part of a team and can compete as one group.

207 I: So, there is a theory that coaches become addicted to coaching, addicted to the emotional responses and
208 being part of the game. Do you feel as though you are addicted to coaching?

209 R: Probably, probably...yeah

210 I: What are the aspects that keep drawing you back to coaching?

211 R: Seeing the kids get better. Seeing them enjoy what they are doing and being a part of something. Just
212 seeing them continue to move on with their skill levels.

213 I: As you have evolved as a coach from day one to now, has your reaction to competition increased or
214 decreased?

215 R: It has probably decreased a little bit because I remember first starting out if you lose a game it is the
216 end of the world, and you sort of sit back and realize you still have 25 to go...those sort of things.

217 I: What emotions do you feel after a big win or loss?

218 R: Excitement...um...stress...tired.

219 I: In athletics, especially in highly competitive games, a big win or loss, it can equate to PTSD with very
220 similar emotional responses. I was wondering your thoughts on the emotional response from a big loss or
221 big win?

222 R: I don't know if it is that stressful of a situation. I think, really, I think I have gotten...the older I have
223 gotten I can equate to where it is and I don't see it as that big of a loss or emotional position.

224 I: What do you hope your players will remember about you and your coaching style?

225 R: Caring for them...very disciplined and hardworking, hopefully they remember having to do...put in
226 the extra work to achieve goals and they appreciate that.

227 I: How do you convey your care to your players?

228 R: We talk about it a lot. We tell them and they all know if they ever need anything to let me know. They
229 stay in touch, the Happy Father's Day texts, those types of things, getting those is very nice.

230 I: Do you have any last words on your coaching?

- 231 R: No
- 232 I: Now we will move on to the questions regarding the coach at home. How long have you been married?
- 233 S: 25 years in August
- 234 I: Do you work outside the home?
- 235 S: I do
- 236 I: What do you do?
- 237 S: I teach middle school
- 238 I: What subjects?
- 239 S: Science, seventh grade
- 240 I: How long have you done that?
- 241 S: 23 years
- 242 I: Do you have any kids?
- 243 S: 3
- 244 I: What are their ages?
- 245 S: 22, 18, 14
- 246 I: Are they athletic?
- 247 S: Two are
- 248 I: And so, one is not?
- 249 S: One chose not to be, it is not his forte.
- 250 I: How has the role of a coach affected your marriage?
- 251 S: There are times that I will get angry that he is not available or that he is supposed to be home at a
- 252 certain time and someone stopped him to talk and I am still waiting. Then when the kids were babies, it
- 253 was kind of stressful, but you live through it.
- 254 I: How as the role of high school coach affected your kids?
- 255 S: I have to say that I made a decision very early on that if I was going to be married to him and raise a
- 256 family, I had to be where he was. Wherever he was, the kids were always there.

257 I: So, the ball field?

258 R: Yes, they have all grown up at the ball field or riding the mowers. Dragging the field or anything else.

259 I: Is there a child that you feel has a stronger emotional reaction to you being a coach?

260 R: All of them have responded the same as they were growing up. I don't know if there is one different or
261 not.

262 S: I don't think so.

263 I: What emotions do you experience when you are transitioning to home?

264 S: I don't think any...

265 R: I am trying to...early on I would bring stuff, you carry work home with you. I would say the last few
266 years, not as bad, it has really taken a back seat.

267 I: Would you agree with that?

268 S: I would...I wouldn't say that you really brought it home a lot, I mean, thinking about it, studying your
269 sport, but not really the emotional aspect. You did not really come home kicking the door or anything like
270 that, so...

271 I: When you are transitioning from home, is there a coping or transition mechanism that you use?

272 R: No...no

273 S: No, I would say early on, like if it was a loss, we would have to let him sit there and think about it, then
274 after he thought about it, he would talk about it, then it is over and move on to the next day.

275 I: When you are transitioning back into the home, is there an emotional response you have or emotions
276 that you feel when you walk into the house?

277 R: Maybe just relief that you are back at home with family...that is probably one of the bigger ones.

278 I: Looking back, does a win or loss effect your home?

279 R: Early on, I was probably a little bit angrier after a loss, but it wasn't directed at anybody, it was just
280 about the situation, or maybe the kid not performing, or maybe feeling like you let the kids down by not
281 having them in the right place or being prepared.

282 I: Earlier on, when you brought those loses home, did the kids still respond or tip-toe around you?

283 R: No...

284 S: No

285 R: It was more just silence, it was not a...

286 S: I think I am the one that gets angrier than he does, I vent about it longer. I am like why didn't they do

287 so and so...but I'm...we are both competitive, but I don't know...I am the one that throws the checker

288 board across the room...so....

289 I: When you are watching the games, you have the stronger emotional response?

290 S: I do...

291 I: When you are watching your kids play, do you have the stronger emotional response to the kids

292 playing?

293 S: Probably...probably so because when the oldest...he was always coaching him so I didn't have anyone

294 to kind of sit there and talk to me about it and or to talk things through. Now with our youngest, he has

295 not coached her in travel ball or anything because he couldn't with the girls that were on the team. I will

296 go to get upset and he is like, it is not a big deal. So...I am like, OK.

297 I: Are there roles within the house that you might take the lead on during in-season time?

298 S: Yard work...

299 I: What about with the kids, especially when they were younger?

300 S: Tons...tons of time. Then I was just there...especially when he coached football. That was very time

301 consuming because he practiced after school until 6:30 and then he would have a game on Friday that he

302 would not get home from until midnight or later, and then...Sunday meetings. It was not until they

303 streamlined those Sunday meetings that we got to see him on a Sunday. It was a lot of time away from

304 home.

305 I: Have you ever heard someone criticize your husband as he coached?

306 S: I am sure.

307 I: How do you handle that?

308 S: I am an in your face type of girl. I will choose not to respond or I will tell them exactly why he made
309 the decision he did, that, why would you do that, that kid cannot accomplish the fete you are sitting there
310 asking them to do especially, that why didn't he send them from third base...because the kid is slow.
311 Sometimes I just teach them about the game, they just don't understand because if they did, they would
312 not have made that comment.

313 I: Do you sit with the parents and/or fans?

314 S: I do, unless it is too hot then I go sit where it is cooler. I never...I don't know...a lot of times I remind
315 them they are sixteen, seventeen-year-old kids and they just need to keep their mouth shut.

316 I: What emotions do you feel when you are engaged in a conversation...

317 S: Angry. I am angry...

318 I: How do you believe your children view your coaching?

319 R: I think they enjoy it; I think they appreciate it and understand why I am there.

320 I: Do you think the two that are more athletic have benefited from you coaching?

321 R: Probably so...just because they are able to spend more time with me. But the one that did not play with
322 me, he kept the books for softball the last four years, so he was there every day, went to every game and
323 traveled with us. That was fun too.

324 I: Do you believe that was to spend more time with you or a love of the game?

325 R: Probably...him and his best friend did it, so they were both there together and that was a good thing. I
326 don't necessarily know if it was for the love of the game or not.

327 I: How do you believe your coaching and the time that it has taken, being more of the present parent, how
328 do you think that has affected your kids?

329 S: I think they come to me first to ask permission, to ask...I think that would be the only difference
330 because even though he is not there, he is still always a big part of their lives...so...I think that would be
331 the biggest thing or either they just all waited until they could get to the age where they could go on trips
332 with Daddy.

333 I: What is the hardest part about having a coach for a spouse?

334 S: The time commitment...the time commitment. But I also have to say that I sacrificed...you do sacrifice
335 a lot because their time is devoted to other children, but at the same time I always knew that if I asked
336 him to, he would walk away from it. That has always been the kind of...where I guess I am like...OK, I
337 can put up with it because I know I would come first. A lot of times, you don't see that a lot.

338 I: What are the emotions you feel when you hear coach's wife or when you are at a game and you walk up
339 and people know who you are, what are the emotions you feel watching him coach?

340 S: I am very proud...very proud of him.

341 I: What is the greatest challenge to having a coach as a spouse?

342 S: It is finding the balance of how you are going to...how he is not...I am not going to be a single parent,
343 married person basically. So, figuring how to find the time for all us to spend time together when he is
344 clearly obligated to doing other things. I think that was the biggest obstacle.

345 I: Would you agree or do you have a different...

346 R: No, I agree...yeah

347 I: What is the hardest part about being a coach with a family?

348 R: The time I guess...the time you are gone. That is why we always tried to take the kids to the field
349 whenever I could, have them running around with me, that is why as soon as they got old enough to
350 travel...um...all three have traveled with us on trips, both teams, and being able to do that
351 to sort of make-up time with them.

352 S: If you look at their absentee record over the years, you can always tell what season it is and where they
353 are going. I was like, they can make it up, they can make school up...I can catch them up...I mean they
354 are great students, but they can't make up time with their Dad.

355 I: Was there ever a time in your marriage where coaching was a bit more difficult and added a bit more
356 stress?

357 S: Football. Football.

358 I: Only one word...football?

359 S: Yes...

360 I: How long did you coach football?

361 R: 20 years

362 I: Was there at time during that twenty years that was a little bit more difficult?

363 R: Probably early on...and like she said, a lot of that had to do with time...because I would bring the
364 films, I would stay at school until we made enough copies of the films and bring them home and watch
365 them again. I would spend most of the day Saturday watching film to prepare for Sunday to watch more
366 film.

367 I: That sounds time consuming...

368 S: It was not until they got different programs and you could actually watch just what you needed to, that
369 streamlined that process a lot.

370 I: Did they streamline it, approximately, five or ten years in...

371 R: Oh, probably the end, the last six or seven years.

372 I: Why did you transition out of football?

373 R: Just time for a change. Time for a change to do something different and the opportunity to do softball
374 was there.

375 I: Has there ever been a time when you feel conflict in your role as a coach and a spouse?

376 R: I can't think of something. When?

377 S: Just kidding...no, because he always makes sure, like if it is an anniversary or birthday, that there is
378 always a plan B. If there is something on the schedule, he was like, I know but this is what we are going
379 to do so its...I think communication is what is very important if you are married to a coach, and with any
380 marriage communication is important, but I don't know...but women always like to feel they are needed
381 and important...they have to be reminded every now and then.

382 I: Has there ever been a time when you feel conflict between your role as a coach and as a parent?

383 R: I can't really think of one. I am sure there probably is something somewhere.

384 S: You have been coaching...

385 R: With coaching my own, I still treated them like the rest of them. There were lots of time I would love
386 to say, hey, you are going to go out and play with or you are going to hit this spot, but I never really did
387 that with them so I don't know that there was too big a conflict.

388 I: Was that a hard transition to make, being a parent to coach to parent.

389 R: I don't know that it was hard...it was probably more...making sure you treated them the same way.
390 That was probably one of the biggest adjustments.

391 S: And then people really don't understand...even though were treating them the same way...if they got
392 to play, people would just say vile things about your child...hateful...

393 I: How did you handle that?

394 S: I wish message boards were not anonymous because I would like to have a long conversation with
395 those people.

396 I: Do you feel being a coach's wife is equivalent to having a spouse that is TDY in the military world?

397 S: At times...I would say like ball games that are away and that you see them 6:30 in the morning is the
398 last time you see them until the next morning. But like I said, he does a good job of communicating and
399 there has never been a time, even though, I was probably a pain in his ass a lot, that if I said hey, I need
400 you, he would drop it and say OK. I think that with my first pregnancy, because you just don't know, I
401 would go to the doctor by myself, but my last two, he went to every doctor's appointment. If there has
402 ever been a time where I said, hey, I need you to come do this, he would say, OK, I have somebody here
403 that can handle practice, I can come help you for a minute, and then he'll go right back.

404 I: Do you have family in the area that helped you?

405 R: Yes

406 I: Was that a tremendous...

407 S: It was...my mom and dad...yeah...they would always, if I needed them to watch the kids...and my
408 kids wanted to be at their house more than my house growing up...so that was helpful.

409 I: What advice would you give to young teachers just getting into coaching?

410 R: Learn how to prioritize. Make sure your family is there...make sure you include them, because if you
411 don't include them it is going to be a lot of why where you not there and where were you...those kind of
412 things...being able to take your kids with you...have them there and make sure they understand that.

413 I: What would you a young coach to know?

414 S: That if you put your position over your family...it is very much like having an affair, like he said,
415 prioritize. You need to make sure that your family knows they come first all the time because to me it is
416 kind of the same thing as cheating on them.

417 I: What advice would you give to a spouse?

418 S: I think that you need to...if coaching is what your husband wants to do and that is his true love outside
419 the home then you need to support him a hundred percent and either learn to live with it or have a really
420 big conversation.

421 I: Were you aware Randy wanted to coach when you got married?

422 S: I was...I did not know how time consuming it was but...I quickly learned.

423 I: Did you have those conversations about wanting to coach at the high school level?

424 S: No, that was always what he wanted to do...so...

425 R: No...

426 I: What is the biggest benefit to having a coach as a parent, watching your kids grow up?

427 S: Well, I don't know necessarily as a coach as a parent...but being...a teacher at the same high school
428 they go to and you get to spend that four years with them.

429 R: Well that and I think the children, our children, they get to meet so many more people that way. I think
430 that helps them because...you know...when they are running around as a coach's kid, everybody talks to
431 them, throwing the ball with them, and maybe when it is a game, taking them over to the batting cages
432 and throwing to them in the cages while I am coaching. I think they build strong relationships that way as
433 well.

434 I: What do you think the greatest drawback to having a parent as a coach is?

435 R: For the children, probably to comments from their peers, just what they hear in the locker room...

- 436 S: (peers repeating) What they hear at home...
- 437 R: yeah, when a coach is not around...
- 438 I: Do they bring those comments to you?
- 439 S: The oldest did not, not our youngest will. But she too would probably tell them to be quiet.
- 440 I: Is she angry, hurt, how do you handle that?
- 441 R: Well, we have not really dealt with that yet...she is just entering my high school...so...probably
- 442 knowing her, she would probably get angry.
- 443 I: What do you want your children to take away from watching you coach?
- 444 R: That you can always help somebody, you can always be there for anybody that...you know...any of
- 445 your former teammates, students...and you can always help people out.
- 446 I: What is one thing you want your children to take away from watching you support your husband?
- 447 S: That is what a marriage is, that is...that you are fully invested in your family a hundred percent.
- 448 I: What do you want your children to take away from watching your wife support you?
- 449 R: Knowing that the support is there, that is how you treat family and that is what you do.
- 450 I: What would you want other educators to know about being a high school coach and being a high school
- 451 coach's spouse? What would you like to share with educators, administrators...?
- 452 R: I think the amount of time they don't know that you work, the time you spend working on the field, the
- 453 time you are out mowing grass year-round, edging grass, or spraying round up, when the family helps you
- 454 top-dress the field...those kinds of things. They have no clue what is going on...ninety-five percent of
- 455 the teachers in the school don't have a clue.
- 456 S: Yeah, they seem to...they work a seven to three kind of job, now I know a lot of teachers take things
- 457 home and they want their students to succeed, but it kind of ends there...so this is a lot more time
- 458 consuming...like oh, you are just a coach...no, there is a lot more to it than that.
- 459 I: It is a lot more than just filling out meal forms...
- 460 S: The relationship that you build with the kids is a lot different...they are lifelong relationships. I
- 461 remember we were watching a game, and this girl, a grown lady...this woman walks up to him and was

462 like, hey, is so and so your dad and he was like, well yeah, and she was like, well, I remember him, he
463 taught me drivers' education. It is just that kind of thing that...always a positive comment on how he
464 impacted their life.

465 I: Do you have anything to add, anything else you would want somebody to know about being a high
466 school coach or being a high school coach's wife?

467 R: I think as far as being a high school coach, you have to understand you have to put the time in...it is
468 not just coaching on Friday nights for football or game days for baseball. You have got to be there for all
469 the practices, you got to be there to help with the field work. It is twelve months of the year, not just the
470 three months you are playing games...

471 S: ...and the fundraising...

472 R: I think a lot of people don't understand that...

473 S: You don't just coach...you fill a lot of different roles.

474 I: Do you consider yourself an emotional person?

475 R: No

476 S: What you see is what you get.

477 I: Now for a few wrap-up questions, how often do you refer a student to a graduation coach or a
478 guidance?

479 R: Maybe 1-2 times a year depending on the situations

480 I: What issues are you predominantly referring for?

481 R: Mainly making sure they are on track...have completed Clearinghouse Information, can get in the
482 schools that are recruiting them.

483 FI: What do you believe to be the most influential factor in the classroom: society, family, emotional
484 needs, or academic? Why?

485 R: Emotional needs - we are in a great community where the majority of our students are going to do their
486 work, they are going to study, they are going to be prepared...I think sometimes depending on the home

487 situation, the kids need positive interaction with an adult.

488 I: What leadership skills do you believe are the most important to be a successful coach and why?

489 R: Trust...the kids have to believe you have their best interest at heart and that you genuinely care about
490 them as a person.

491 I: What are some of the lessons you learned from previous coaches and do you incorporate these into your
492 own coaching style?

493 R: In negative ways...have seen coaches that don't portray the trust in kids...I really try to make sure
494 each player on the team feels important. I have noticed coaches that don't care about the last kid on the
495 roster and I try to have communication with all players.

496 I: How do you define success in the classroom?

497 R: Students being successful and being able to communicate with other students / teacher...not all success
498 is an A in a class. I feel like my job is to make sure the kids learn the material but also that they learn how
499 to communicate with their peers and adults...

500 I: Has there ever been a time when you thought about giving up coaching? Can you explain the
501 circumstances?

502 R: No, not really...have definitely had tough times...but nothing that ever made me seriously think about
503 wanting to quit. We have overcome quite a few tough situations from a family attacking me...wanting my
504 job based on false claims...to coaching my oldest son and having to deal with parental complaints dealing
505 with that as well...we handled it by thinking...there isn't any way I'm letting those people take my
506 passion for coaching & trying to help young adults achieve their dreams.

507 I: Thank you for your time.